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ABSTRACT

This SPEC (Systems and Procedures Exchange Center) Kit presents the results of a survey of Association of Research Libraries (ARL) member libraries designed to investigate the status of core competencies (i.e., the skills, knowledge, abilities, and attributes that employees across an organization are expected to have to contribute successfully within a particular organizational context) in research libraries. In particular, whether research libraries are defining or adopting core competencies and, if so, how they are integrated into the overall performance management system. A total of 65 of 124 ARL member libraries responded to the survey. A copy of the questionnaire with tabulated results is presented. Representative documents include: competency descriptions from the University of Arizona, Canada Institute for Scientific and Technical Information, Iowa State University, Universite Laval (Quebec), University of Nebraska-Lincoln, Ohio University, University of Pittsburgh (Pennsylvania), and Purdue University (Indiana); and performance management and evaluation documents from the University of Arizona, University of New Mexico, University of Pittsburgh, and Purdue University. A list of 44 selected resources, including books, journal articles, and Web sites, is included. (MES)

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# SPEC

# Kit 270

Core Competencies
October 2002

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SPEC

# Core Competencies

A SPEC Kit compiled by

Beth McNeil
Assistant Dean
University of Nebraska–Lincoln

October 2002

Series Editor: Lee Anne George

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# SPEC

# Kit 270

## Core Competencies
October 2002

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# SURVEY

**SPEC Kit 270**
Core Competencies

# Executive Summary

## Introduction

This survey was designed to investigate the status of core competencies in research libraries. In particular, to examine whether research libraries are defining or adopting core competencies and, if so, how they are integrated into the overall performance management system.

For the purpose of this study, core competencies were defined as the skills, knowledge, abilities, and attributes that employees across an organization are expected to have to contribute successfully within a particular organizational context. They are much broader than the task-oriented skills in traditional job descriptions and relate to the organization's goals and objectives. Survey respondents were asked to consider sets of skills, knowledge, abilities, and attributes in place in their organizations that may not be called core competencies but are, in fact, very similar.

This survey was distributed to the 124 ARL member libraries in June 2002. Sixty-five (52%) responded to the survey. Of these, slightly more than one-quarter indicated that they have core competencies in place for library employees. These 17 libraries are widely scattered across North America and are—with the exception of two large libraries—solidly mid-size. In this group of 17, the ratio of state-supported institutions to private is 14:1, which was unexpected since the ratio in the membership is roughly 2:1.

While one of these respondents adopted core competencies as early as 1960 and one will implement their list in 2003, the trend clearly gained momentum in the mid- to late-1990s and experienced a relative explosion at the turn of the millennium. During this time, much activity was taking place at the national level related to competencies: several programs and pre-conferences were offered at American Library Association (ALA) meetings; the Association of Southeastern Research Libraries (ASERL) was developing research librarian competencies; and the Association of College and Research Libraries (ACRL) was working on information literacy competency standards.

Half of the libraries that don't have core competencies or related systems in use at this time indicated that they have considered developing such a list. Half of these are actively involved in development projects. Others report having "understood" lists of competencies or standard expectations for "soft skills" such as communication, teamwork, etc., which appear in every job description. Several respondents report that discussions are taking place in their libraries and/or that groups within their libraries are investigating competency development. For these libraries, areas of particular emphasis and/or interest are technical competencies, leadership competencies, and managerial competencies. Some respondents indicated they are waiting to incorporate core competencies into a larger effort such as library-wide planning, library reorganization, and campus-wide performance management efforts (i.e., broadband compensation system, etc.). Understandably, the task is not one that libraries are taking lightly. Developing core competencies is a time-consuming effort. For 60% of this survey's respondents the effort took from six months to over a year.

## Developing Core Competencies

For almost half of the 17 libraries that have core competencies in place (8, or 47%), library administration was the driving factor behind creating and using competencies. At a small number of libraries, the effort was the result either of recommendations by a library committee, a mandate from a parent institution, a combination of mandates by the institution and library, or input from library focus groups. At others, core competencies developed over time due to the needs of the library.

Almost half of the respondents (8, or 47%) indicated that their library created its own list of core competencies. Thirty-five percent blended some existing competencies into their own set, while 18% adopted an existing set of competencies such as those developed by national or regional library associations. (See the Selected Resources section of this publication for examples.)

In the majority of cases (14, or 82%), competency lists were developed by a library committee or team. Library staff from all levels served on these committees, with the exception of student employees. Librarians were present on every team. Both other professional or administrative staff and support staff were involved in 69% of the teams. Student employees were not on any team. In several cases, the team worked in conjunction with library administration or the parent institution. At two institutions, this effort was the sole responsibility of library administration or the parent institution.

Regardless of how they were developed, core competencies are widely viewed as a tool for clarifying common goals for all employees (88%). They are also valuable for identifying current employees' skill gaps (76%), developing training programs for library staff (76%), recruiting qualified staff (59%), rewarding staff achievements (47%), and retaining current staff (41%). Various components of performance management (i.e., evaluating performance, merit pay decisions, skill development, development of succession plans, development of individual career plans) were also mentioned by respondents as other uses of core competencies.

## Implementing Core Competencies

At four of the responding institutions, core competencies apply to all staff. At four others, they apply to all regular staff but not student employees. They apply to various pairs of staff categories (i.e., librarians and other professionals, librarians and support staff, other professionals and support staff) at six libraries and to either librarians or other professionals only at three. Two respondents indicated that competencies were developed with the entire staff in mind, including librarians, though at the present time application is most fully developed in non-librarian groups. Whether this is related to the librarians' faculty status is not clear. Interestingly, the majority of the libraries that are currently in the planning stage are developing core competencies that will apply to staff library-wide.

When core competencies are first introduced to a library, staff are made aware of them through information sessions and other updates. They are subsequently published on staff Web sites and in library handbooks. Where core competencies are part of the annual evaluation, staff are reminded of them during the performance appraisal process. New employees may learn of core competencies through job advertisements and recruiting information, during job interviews, and certainly during post-hiring orientation.

## Competency Evaluation and Application

In all but one institution, supervisors are responsible for evaluating whether an employee has attained competency. Thirteen of the seventeen responding libraries also consider the individual's self-evaluation. Four include a peer evaluation component in the final determination. One considers test results in addition to other feedback.

Performance evaluation forms reflect core competencies and competencies development at 58% of the responding libraries. Of these ten libraries, seven evaluate on individual competencies; three evaluate on overall competency development. One institution reports that performance evaluation is weighted one-third goals; one-third knowledge, skills, and abilities; and one-third university values.

There is almost an equal split between libraries that tie salary increases to core competency attainment and those that don't: nine (53%) answered "yes" to this question and eight (47%) answered "no." For several libraries, salary increases reflect overall performance on the job, which includes attainment/mastery of core competencies. And, even in libraries where salary increases are not officially tied directly to core competencies, it may be difficult to evaluate an employee as doing a satisfactory job if he/she is not meeting core competencies. One library reports that having unionized staff has an impact on the full integration of core competencies into the institution; in this particular library, evaluations cannot be directly based on competency development.

## Staff Development and Training

Institutions are using a variety of training methods to help staff attain a sufficient level of competency. The library develops and offers training in-house at 88% of the responding institutions. Seventy-six percent send staff to outside workshops; the parent institution offers training at 58%; and 53% use online training. Some respondents indicated that training software that allows both for defining competencies and testing attainment is helpful, but can be expensive. Several respondents note that coaching (by managers, supervisors, informal peer networks) is a useful method for competency attainment. Standardized training throughout the library, utilizing training checklists, and monitoring and self-monitoring of performance, are helpful techniques for staff and supervisors.

Surprisingly, only five libraries (29%) set a limit on how long staff have to attain competency in the core list of skills. Among these the range varies from three months to two years. In two of these libraries the limit is only for new employees in the provisional period. Apparently, the rest of the libraries consider competency attainment a lifelong pursuit.

## Budget and Administration

Four respondents reported that funding for the development and implementation of core competencies came from both the library's and the parent institution's budgets. One institution explained that the parent institution developed the competencies and the library pays for staff training. The library budget alone funded these efforts at eight institutions. In addition, three libraries pointed out that, since the main cost of the process was staff time, no special budget allocation was made for core competency development. One library used grant funding and at two the institution covered the costs.

Oversight responsibility for core competency efforts in libraries is varied. Many respondents indicated that either "library administration" or someone in an administrative role has overall responsibility, for example, the Dean or Assistant to the Dean. Several libraries explained that staff in supervisory roles—unit heads, supervisors, and department heads—have ongoing responsibility for the process. In other libraries, human resources staff are responsible, for example, Human Resources Specialist, Human Resources Coordinator, Library Personnel Services, Manager of Staff Training and Development, Personnel Librarian. One library reported that the Staff and Organizational Systems team has this responsibility.

## Conclusion

David McClellan is often cited as the founder of competency-based methodology. His groundbreaking article, "Testing for Competence Rather than for Intelligence," appeared in *American Psychologist* in 1973. Thirty years later, responses to this SPEC survey indicate that nearly one-third of ARL member libraries have implemented core competencies or related systems, are currently developing them, or have considered them. Nonetheless, no clear consensus exists as to what the competencies should be or to whom they ought to apply. At this point, each institution decides whether competencies are applicable to all staff groups library-wide, are process-specific, or are used for evaluation purposes.

For research libraries that are considering developing core competencies, there are benefits for both library administration and library staff. Core competencies provide:

- A base for developing individual staff training and/or staff development plans
- More consistent and well-articulated performance expectations for library staff
- More consistent performance evaluations (when core competencies are evaluated)
- A better understanding by library staff of the skills, knowledge, abilities, and attributes valued by the organization
- A solid foundation on which to build new compensation/classification systems

While competency development and implementation is not a fast or easy process, as part of a larger performance management system their use can help research libraries to recruit, hire, train, and retain valuable employees. In today's ever-changing and increasingly challenging environment, well-designed and implemented core competencies enable libraries and library staff to best meet the needs of the research library community.

# Survey Results

Core competencies are the skills, knowledge, abilities, and attributes that employees across an organization are expected to have or achieve so that they can contribute successfully within a particular organizational context. They are much broader than the task-oriented skills in traditional job descriptions and relate to the organization's goals and objectives. Commonly cited core competencies include flexibility, adaptability, intellectual curiosity, and commitment to lifelong learning. No longer is it enough to hire staff solely for their task orientation. The best candidate for a position will be someone who can do the job well today and, at the same time, adapt to meet future organizational needs.

Much has been written describing the evolving nature of the research library environment and the challenges of balancing traditional collection and service models with the opportunities afforded by new technologies. Core competencies for positions in research libraries need to address the changes taking place in higher education and the research library. By defining core competencies, libraries can recruit, hire, train, and retain valuable employees who help their library to succeed in this changing world.

This survey is designed to examine whether research libraries are defining or adopting core competencies and how they are integrating them into recruitment, staff development, evaluation, and compensation programs.

Below is an expanded description of one typical core competency:

> ***Communication Skills***
> Listens effectively, transmits information accurately and understandably, and actively seeks constructive feedback.
>
> - Provides timely, accurate, and candid information on critical issues (planning/progress/results) to colleagues and team members.
> - Identifies the critical issues to be communicated in complex situations.
> - Presents information or data in a format that is efficient and understandable.
> - Takes into account how different audiences and cultures are likely to respond and endeavors to choose the best method of communicating the message to each audience or culture.
> - Uses simple examples, illustrations, or analogies to explain concepts.
> - Writes clearly, logically, and concisely.
> - Demonstrates small and large group communication skills to enhance and encourage open dialogue.

Your library may have developed sets of skills, knowledge requirements, abilities, and attributes for library employees that are very similar to core competencies, but are labeled with other names. For the purpose of this survey please consider all core competency-like sets of skills, knowledge, abilities, and attributes that your library may have in place for librarians and/or support staff.

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This survey was designed by Beth McNeil, Assistant Dean, University Libraries, University of Nebraska-Lincoln.

Please submit this survey and send the requested documentation by **June 17, 2002**. As always, individual responses to the survey will be treated confidentially.

---

Note: Sixty-five of the 124 ARL member libraries (52%) responded to the survey.

**Background**

1. Does the library have core competencies for library employees as described above? (n=65)

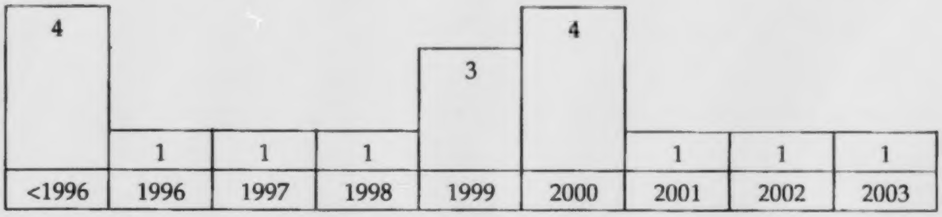
| | | |
|---|---|---|
| Yes | 17 | 26% |
| No | 48 | 74% |

If no, has the library considered developing a list of core competencies for future use? (n=44)

| | | | |
|---|---|---|---|
| Yes | 22 | 50% | Please explain |
| No | 22 | 50% | |

While several libraries report that they are investigating competency development, at least half of the 22 respondents above are actively preparing lists of core competencies. Technical, leadership, and managerial competencies are areas of particular emphasis for these respondents. Libraries without formal lists of core competencies report having "understood" lists for recruitment purposes and standard expectations for soft skills such as communication, teamwork, etc., that appear in most job descriptions. Several libraries noted that they would wait and incorporate competency development into larger, library-wide efforts such as long-term planning and reorganization.

2. When did the library begin using core competencies? (n=17)



3. What was the driving factor behind the decision to begin using core competencies? (n=17)

| | | |
|---|---|---|
| Decision by library administration | 8 | 47% |
| Recommendation by library committee | 2 | 12% |
| Mandate from the parent institution | 2 | 12% |
| Other | 5 | 29% |

Please explain

Other responses included a combination of mandates by the institution and the library, input from focus groups within the library, and development over time due to needs of the library.

4. Does the library view core competencies as a tool to: (Check all that apply) (n=17)

| | | |
|---|---|---|
| Clarify common goals for all employees | 15 | 88% |
| Identify skill gaps for current employees | 13 | 76% |
| Develop training programs for library staff | 13 | 76% |
| Recruit qualified staff | 10 | 59% |
| Reward staff achievements | 8 | 47% |
| Retain current staff | 7 | 41% |
| Other | 4 | 24% |

Please explain

Responses indicated that competencies were also developed for performance management. For example, to evaluate performance, provide for merit pay, and develop goals for skill development. One respondent noted development of succession plans and individual career plans as other uses.

**Developing Core Competencies**

5. Did the library create its own set of core competencies or adopt an existing set? (n=17)

| | | |
|---|---|---|
| Created own core competencies | 8 | 47% |
| Blended some existing competencies into own set | 6 | 35% |
| Adopted an existing set | 3 | 18% |

6. Who developed the list of core competencies? Check all that apply. (n=17)

| | | |
|---|---|---|
| Developed by a library committee/team | 14 | 82% |
| Developed by library administration | 4 | 24% |
| Developed by parent institution | 4 | 24% |
| Developed by a national body or association | 3 | 18% |
| Please specify | | |
| Other | 3 | 18% |
| Please explain | | |

National bodies or associations include the American Library Association (ALA) and the Association of Southeastern Research Libraries (ASERL).

In a few cases, staff were interviewed individually or in focus groups to identify common competencies. One library reported that some competencies were developed and mandated by the state. Another used a set developed by the consulting firm DDI (Development Dimensions International).

7. If core competencies were developed by a committee/team, who served on it? Check all that apply. (n=13)

| | | |
|---|---|---|
| Librarians | 13 | 100% |
| Other professional or administrative staff | 9 | 69% |
| Support staff | 9 | 69% |
| Student employees | 0 | |
| Other | 2 | 15% |
| Please explain | | |
| Human resources staff; Managers | | |

8. How were committee/team members chosen? Check all that apply. (n=13)

| | | |
|---|---|---|
| Assigned by library administration | 10 | 77% |
| Job position | 8 | 62% |
| Individual interest | 7 | 54% |
| Level in organization | 7 | 54% |
| Other | 2 | 15% |
| Please explain | | |
| Call for volunteers | | |

9. How long did it take the library to develop its core competencies? (n=14)

| | | |
|---|---|---|
| Less than 6 months | 6 | 43% |
| 6 months to 1 year | 5 | 36% |
| Over 1 year | 3 | 21% |

10. To which staff groups do core competencies apply? (n=17)

| | | |
|---|---|---|
| Librarians | 13 | 76% |
| Other professional or administrative staff | 13 | 76% |
| Support staff | 13 | 76% |
| Student employees | 2 | 12% |
| Other | 2 | 12% |

Please explain

Other responses included technical staff and managers. Two respondents indicated that competencies were developed with the entire staff in mind, including librarians, although at the present time application is most fully developed in non-librarian groups (i.e., other professional and/or administrative staff and support staff).

11. How are these staff groups made aware of the library's core competencies? Check all that apply. (n=17)

| | | |
|---|---|---|
| By supervisor while developing staff development/training plans | 12 | 71% |
| During new employee orientation | 8 | 47% |
| Through job advertisements | 7 | 41% |
| At the job interview | 7 | 41% |
| Other | 7 | 41% |

Please explain

Respondents indicated that when core competencies were first put into use they were distributed to all current staff and informational sessions were held. Competencies are also available through staff Web sites and library/departmental handbooks and are discussed during the performance appraisal process.

**Competency Evaluation and Application**

12. How is the current competency level for existing staff determined? Check all that apply. (n=17)

| | | |
|---|---|---|
| Supervisor evaluation | 16 | 94% |
| Self evaluation | 13 | 76% |
| Peer evaluation | 4 | 24% |
| Testing | 1 | 6% |
| Outside consultant | 0 | |
| Special projects | 0 | |
| Other | 2 | 12% |

Please explain

Through job analysis of positions; during annual evaluation and promotion process

13. Do performance evaluation forms reflect core competencies and competency development? (n=17)

| | | |
|---|---|---|
| Yes | 10 | 59% |
| No | 7 | 41% |

If yes, is staff evaluated on each core competency individually or on overall competency development? (n=10)

| | | |
|---|---|---|
| Evaluated on individual core competencies | 7 | 70% |
| Evaluated on overall competency development | 3 | 30% |

14. Are salary increases tied to core competency attainment and/or development? (n=17)

| | | |
|---|---|---|
| Yes | 9 | 53% |
| No | 8 | 47% |

Please explain

Several respondents noted that merit increases reflect performance on the job, which includes attainment/mastery of core competencies. While salary increases are not directly tied to core competencies, it would be difficult to evaluate an employee as doing a satisfactory job if they are not meeting competencies.

**Staff Development/Training**

15. If staff have not attained a sufficient level of competency, how do they attain it? How do staff fill their competency gaps? Check all that apply. (n=17)

| | | |
|---|---|---|
| Library develops and offers training in-house | 15 | 88% |
| Staff attends outside workshops | 13 | 76% |
| Parent institution offers training in competencies | 10 | 59% |
| Online training | 9 | 53% |
| Other | 6 | 35% |

Please explain

Coaching, by managers, supervisors, and through informal peer efforts, was noted by several respondents as another method to help staff attain competencies. One library indicated that the method of attainment depends on which competencies are lacking. Another indicated that staff are expected to show initiative to work on their problem areas.

16. Is there a time period/time limit for staff to achieve missing core competencies? (n=17)

| | | |
|---|---|---|
| Yes | 5 | 29% |
| No | 12 | 71% |

Please explain

For libraries with time periods/limits for competency attainment, the range varies from three months to two years. For two of these libraries, the time period is only for new employees in the provisional or conditional period; for staff with permanent status there is no time period. Two respondents do not yet having deadlines for competency attainment, but may consider this in the future.

**Budget and Administration**

17. Where did funding come from to support the effort to develop and implement core competencies? Check all that apply. (n=17)

| | | |
|---|---|---|
| Library budget | 12 | 71% |
| Institution budget | 6 | 35% |
| Special project fund | 0 | |
| Other | 3 | 18% |

Please explain

Since the cost for competency development and implementation is predominantly staff time, no special budget allocation was made. One respondent indicated that the parent institution developed the competencies and the library pays for training. Grant funding was used by one library.

18. Who oversees and/or manages the core competencies effort in the library? If an individual has this responsibility, please indicate his/her title; if a committee/team, give its name.

Among the individuals who manage this effort are the Dean, Assistant Dean, and the head of Human Resources/Staff Training and Development/Personnel. The Staff and Organizational Systems Team was the only committee/team reported with this responsibility. Staff who have ongoing oversight responsibility include supervisors and department heads, and human resources staff.

**Additional Comments**

19. Please submit any additional information regarding core competencies at your institution that may assist us in accurately analyzing the results of this survey.

Several respondents reiterated that, rather than a formal description of core competencies, they had a common set of values or skills and knowledge that are viewed as essential for all (applicable) positions. These have developed over time and are targeted in training sessions. Typical among these characteristics are: excellent interpersonal, oral, and written communication skills; ability to use current technology for communication via the Web; ability to work independently or in teams; ability to exercise judgement; ability to set priorities effectively and resolve competing demands; knowledge of research and education in a university setting; evidence of effective collaboration.

# Responding Institutions

University of Arizona
Arizona State University
Auburn University
Boston College
Brigham Young University
University of British Columbia
Brown University
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, San Diego
Canada Institute for Scientific and Technical Information
Case Western Reserve University
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University of Miami
Michigan State University
University of Minnesota
National Library of Canada
University of Nebraska–Lincoln
University of New Mexico
New York State Library
University of North Carolina at Chapel Hill
North Carolina State University
Northwestern University
University of Notre Dame
Ohio University
Oklahoma State University
Pennsylvania State University
University of Pittsburgh
Purdue University
Rice University
Southern Illinois University Carbondale
University at Albany, SUNY
University at Buffalo, SUNY
University of Tennessee
University of Texas at Austin
Tulane University
Vanderbilt University
University of Virginia
Virginia Tech
University of Washington
Washington State University
University of Waterloo
Wayne State University
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Yale University
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# REPRESENTATIVE DOCUMENTS

ASSOCIATION OF RESEARCH LIBRARIES
OFFICE OF LEADERSHIP AND MANAGEMENT SERVICES

# Competency Descriptions

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# The Library Fitness Report

August, 2000

As a concept, "fitness" describes the fit between an individual's capabilities and organizational needs. In the Summer of 1999, an Action Planning Team was established to develop projects in support of the Library's Staff Development goal, which, along with the project charge, further defines what we mean by fitness:

> "To strengthen support for staff development that prepares Library employees for the future; that promotes systems thinking and actions based on customer needs; and that assures an environment which supports diversity, by June 30, 2000. (Supports Goals for Education, Staff Environment, and Infrastructure.)"

Two projects were developed: the Recruitment and Retention Project team, and the Library Fitness Project Team. The Charge to the Fitness team follows:

> "Move beyond simple literacy about Library technologies, procedures and diverse people to reach a broad base level of fluency in the use of information technology, the understanding of social and technical systems, and the conduct of relationships in a diverse work environment. "Fluency" is defined as the ability to reformulate knowledge, to express oneself creatively and appropriately, and to produce and generate information (rather than simply to comprehend it)."

The team began meeting in September of 1999. It delivered a steady stream of results:
1). In October and November the team conducted research into the knowledge, skill and commitments considered (by subject experts, as indicated in existing policy records and by consulting with library team members) to be fundamental for fitness in this library environment, both today and in the next five years.

2) In November the team hosted the research of Ken Goldberg into the perceptions of staff about the Library as a learning organization. Ken's work produced library-wide data about individual learning styles, as well as the perceptions of 160 staff about how the library functioned in areas of Systems Thinking, Personal Mastery, Mental Models, Team Learning, and Shared Vision.

3) Using the framework of three distinctive areas of capability generated in November, the team worked early in 2000 to describe categories and descriptions of specific knowledge and skill, created with the help and participation of many library employees. This information was poured into a three-part assessment of library staff by survey, completed in April, May and June, in which:

- Assessment #1, on Information Technology Skills, netted 126 responses (70%).
- Assessment #2, on Instruction, Training, Coaching and Mentoring skills, netted 116 responses (64%).
- Assessment #3, on Library, Team and Interpersonal skills, netted 122 responses (68%).

We consider the return rate sufficient to support general findings, though each team will want to validate the results in their own discussions. No statistical analysis of the results has been attempted, and the assessment instruments used are new, so any apparent correlation among data are untested. The assessments covered a comprehensive description of the behaviors and competencies considered strategic for most or all library employees to learn and practice. This description is expected to function as a basis for self-assessment, and development of individual learning goals. In this report the assessment is described for use by both the library and FAST SOS, as a guide for the development and provision of training opportunities that will strengthen Library employee's abilities to support the strategic directions of the Library. The report content includes:

I. A description of findings and analysis of the final assessment at the Library-wide level.
II. Recommendations for use of the data by the Library and teams.
III. Next steps and handoffs.

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**Figure One**: *The Three Fitness Areas and Associated Categories.*

**I. Information Technology Fitness**

**1. Category: Use of Information Technology Hardware and Software**
Definition: *The ability to understand and use the practical tools of current information technology, including software, hardware and multimedia (such as video and audio combined with text), that are relevant to the work of the Library that the individual expects to do.*

**2. Category: Accessing Information Resources**
Definition: *The ability to understand the form, format, location and access methods of information resources. This includes concepts of the classification and organization of such resources.*

**3. Category: Electronic Publishing**
Definition: *The ability to format and publish ideas electronically (including via World Wide Web, electronic mail and distribution list), to introduce them into the electronic public realm.*

**4. Category: Learning New Technology**
Definition: *The ability to adapt to, understand, evaluate and make use of the continually emerging innovations in information technology so as not to be a prisoner of prior tools and resources- to make intelligent decisions.*

**5. Category: Understanding Technology Use as it Relates to Library and Social Values**
Definition: *Knowing about the ways in which adoption of new technology changes or reinforces current work, values and people's relationships to each other in a group, process or system. This would include such issues as access to pornography on the Internet, ,and access limitations required by product licenses.*

**6. Category: Evaluating the Usefulness of Technology**
Definition: *The ability to evaluate critically the potentials and limits, benefits and costs of information technologies.*

**II. Instructional, Training, Coaching and Mentoring Fitness**

**1. Category: Coaching**
Definition: *Coaching involves you or a subject expert in informal one on one or small group instruction at the point when a performance (new ability or behavior) is desired or necessary.*

**2. Category: Mentoring**
Definition: *The primary purpose of a Mentor is to guide a Mentee regarding her or his goals for work or career and to provide knowledge about the Library's vision, mission, values, and practices.*

**3. Category: Knowledge of How Adults Learn**
Definition: *Understanding adult learning principles and theories of learning.*

**4. Category: Instructional Planning and Analysis**
Definition: *Instructional planning and analysis involves gathering data and insights regarding customer or service specific problems translated into measurable learning objectives and instructional strategies.*

**5. Category: Instructional Design**
Definition: *An instructional design is an outline of events, activities and materials necessary to provide an environment that fosters the achievement of specific learning objectives.*

**6. Category: Implementing and Testing the Workshop or Course**
Definition: *The validation of content and objectives of instruction achieved through pilot sessions, revisions and use of instructional strategies with targeted students/employees.*

**III. Library, Team and Interpersonal Fitness**

**1. Category: Library Policies and Procedures**
Definition: *Membership in the library involves participation in a variety of administrative groups responsible for conducting the selection process, performance reviews, planning, & implementing new products/services.*

**2. Category: Library Environment**
Definition: *Understanding the concepts and language that drive our work and library services.*

**3. Category: Meeting Effectiveness**
Definition: *The participatory nature of this team-based organization involves managing the meeting process effectively.*

**4. Category: Planning, Decision Making and Problem Solving**
Definition: *In this team-based organization, planning, decision-making and problem solving are primarily team activities.*

**5. Category: Quality and Process Improvement**
Definition: *The ability to evaluate and improve the quality of services and products.*

**6. Category: Interpersonal Relationships and Personal Mastery**
Definition: *The ability to develop effective work relationships with diverse customers and colleagues.*

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# I. Findings and Analysis

Three basic types of information were collected by the Fitness assessments administered in April, May and June of 2000. The three types of data were:

a. A "Yes" response regarding an individual's **ability** to informally help another person learn specific capabilities and skills described within each of 18 categories in the three major areas of fitness.
b. A "rating" response regarding the **importance** of a category of knowledge or skill to a person's current and near future work.
c. A "rating" response regarding the person's individual "**fitness**" in each of the 18 categories provided. There were six categories in each of the 3 fitness areas (see pg. 2).

## 1. Fitness Results - Ability to Help Others Learn a Capability or Skill

This analysis is based on people's response to the question "Is this a strength of yours?" asked in relationship to behavioral descriptions of capability and skill. Respondents were asked to define strength as "the informal ability to assist someone else in learning the capabilities or skills described." The data was analyzed in steps:

1) Individuals in each team responding "Yes" to this question for each Capability and Skill were counted.
2) Where a majority of team members answered "Yes" (more than half the total number responding) the team was rated strong in its ability to either informally handle learning needs in this category, or access the capability and skill it needed from among members claiming it. We recognize that this assumption is not always accurate, but it helps us to reveal categories that are more clearly in need of strengthening.
3) The Capabilities and Skills described below are those that fit the following conditions:
   - A team lacked a majority of its members saying "Yes, I have strength" in more than half the capabilities and skills which associate with this category.
   - Five or more teams shared the lack of a majority in the capability as described above.

The capabilities and skills described below should be considered potential targets for further assessment by teams and development of team members. Capabilities and skills that are possible targets for development in some teams are noted with an arrow. Each capability targeted lacked a majority of members who claimed strength, in a majority of the ten library teams.

### I. Information Technology Fitness

The following categories and associated capabilities and skills within this domain are targets for further team assessment and individual development.

**Category One: Use of Information Technology Hardware and Software**

- Setting up a Personal Computer and peripheral hardware
  - Ports, connections, configuring
- Using basic operating system features
  - Installing/deleting plug-ins, share ware
  - Invoking applications
  - Checking status of memory
- Understanding and Using Library Hardware and Software purchase guidelines
- Using a word processor to create a text document
- Using a spreadsheet to create a table
- Using graphics and/or artwork package to create illustrations, slides, etc.
- Mapping a computer to a network
- Sending and receiving documents on a network
- File management

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**Category Two: Accessing Information Resources**
- Broad understanding of primary Library sources of information (ie: Lexus/Nexus)
- Access and retrieve information through SABIO or associated database
- Analyze and synthesize information received.
- Assess the authority, reliability and validity of information retrieved.
- Understand literature of a specific discipline
- Inquiry/questioning skill
- Be aware of various types of reference sources and their appropriate use
- Understand the differences between primary and secondary sources
- Analyze questions and create a search strategy
- Select appropriate finding tools

**Category Three: Electronic Publishing**
- Sending E-Mail and Responding to E-Mail
- Creating a web page
- Maintaining a web site
- Setting up a distribution list
- Using a web browser (such as Explorer or Netscape)
- Using a Web Page Development Tool
- Scanning images
- Retrieving and converting file formats (i.e., JPEG files)

**Category Four: Learning New Technology**
- Using instructional materials to learn how to use new applications
    - Using the University Computer Based Training (CBT) Program
    - Using other on-line tutorials
    - Using manuals
- Finding help and assistance from knowledgeable peers
- Utilizing help services offered by LIST or other agencies
- Staying abreast of new developments and their implications for my work
- Understanding your learning strengths and weaknesses
- Inquiring about capabilities and features of technology
- Advocating desires with vendors and instructors to get what I want
- Organizing practice and exploration opportunities

**Category Five: Understanding Technology Use as it Relates to Library and Social Values**
- Understanding the economic, legal & social issues surrounding the use of information & accessing and using information ethically and legally.
- Resisting censorship of library materials
- Preserving intellectual freedom
- Committing to honesty and respect for customers and staff
- Committing to the professional Code of Ethics for librarianship
- Involvement in the governance of the library and University through service on appropriate Team, Library and/or University committees.
- Self-Disclosure skill (publicly sharing beliefs and assumptions)
- Facilitating involvement of diverse participants in a decision

**Category Six: Evaluating the Usefulness of Technology**
- Develop a historical perspective of libraries and their use of technology
- Develop a perspective on philosophies of information access (such as public domain vs. privately licensed software)
- Develop a perspective on socio-political issues (such as legislator expectations for funding physical collections vs. electronic access).
- Develop a perspective on diverse cultural expectations related to information access
- Finding and reading critical texts
- Assessing costs and benefits of software, databases or hardware
- Assessing technological strengths and weaknesses

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## II. Instructing, Training, Coaching and Mentoring

The following categories and associated capabilities and skills within this domain are targets for further team assessment and individual development.

**Category One: Coaching**

- Able to help an individual assess her/his performance from customer point of view.
- Able to help an individual link his or her longer term goals with current assignments
- Assists individual in establishing meaningful measures of success.
- Assists individual in defining skills and knowledge needed to succeed.
- Assigns individual opportunities to practice and gain experience.

**Category Two: Mentoring**

- Desire to express interest in a mentee and encourage contact
- Willingness and ability to listen, negotiate and solve problems with a mentee.
- Ability to identify contacts/groups that will inform or develop the mentee.
- Ability to introduce the mentee to library contacts or networks.
- Willingness and ability to provide challenging, corrective and supportive feedback to the mentee.
- Ability to keep a confidence
- Providing encouragement to the mentee to set and achieve personal goals

**Category Three: Knowledge of How Adults Learn**

- Knowledge of adult learning principles (such as the importance of utilizing the life experience of adults in the design of programs)
- Knowledge of learning styles and approaches to engage different styles
- Knowledge of active learning approaches (ex: use of exercises)
- Knowledge of behaviorist (i.e.: Skinner) and cognitive theory (i.e: Piaget).
- Knowledge of collaborative learning techniques (ex: use of small groups)
- Knowledge of assessment concepts: formative and summative
- Knowledge of how individuals gain information literacy skills
- Knowledge of policies and processes needed to support learning (ex: assessment, design, implementation, evaluation)

**Category Four: Instructional Planning and Analysis**

- Ability to distinguish between performance problems that can or cannot be solved through training or other instructional strategies.
- Ability to identify learning opportunities that are critical to the organization
- Ability to identify with and understand learners and their needs.
- Ability to describe the critical components of the work process or desired outcome
- Ability to list the critical skills (i.e.: behaviors) and knowledge (i.e.: concepts) to be covered in a teaching or coaching episode
- Ability to prioritize by importance each skill and knowledge area
- Ability to provide cost/benefit analysis of the course, training module, or development activity
- Ability to write terminal (end of course) and enabling (within course) objectives
- Ability to develop criterion tests

**Category Five: Instructional Design**

- To sequence learning activities and points of reference
- To sequence objectives
- To develop a content outline (lesson plan)
- To select instructional strategies involving active learning
- To select appropriate media/materials
- To develop visual media
- To develop audio and print media

**Category Six: Implementing and Testing the Workshop or Course**

- Successfully perform a variety of instructional strategies (lecture, demonstration, participatory exercise, etc.) to lesson plan requirements.
- Communicate clearly with students/employee during an instructional session
- Identify learning differences among students/employees
- Adjust plan and approach to incorporate learning differences
- Diagnose misconceptions about the discipline/subject area.
- Seek and act on constructive feedback from students, faculty and peers.
- Engage in regular processes of critical reflection (I.e.: observation by peers of your teaching, and/or peer review of a teaching portfolio).

## III. Library, Team and Interpersonal Fitness

The following categories and associated capabilities and skills within this domain are targets for further team assessment and individual development.

**Category One: Library Policies and Procedures**

- Knowledge of UA/Library selection committee processes and requirements
- (EEO/AA, etc).
- Skilled at constructing a decision matrix
- Skilled at creating and using interview questions
- Knowledge of the 3-stage Career Progression/Merit process
- Knowledge of UA leave policies (sick, vacation, and family medical leave)
- Knowledge of the Promotion and Continuing Status Process
- Knowledge of the basic stages of the Strategic Long Range Planning process
- Knowledge of the Performance Effectiveness Management System (PEMS)
- Knowledge of the Travel and Staff Development Fund Guidelines
- Knowledge of the UA corrective and progressive discipline & discharge policies

**Category Two: Library Environment**

- Knowledge of the UA Library Vision , Mission and Values
- Knowledge of the varieties of library work (public, academic, special libraries).
- Knowledge of the Library's customers, their diversity and varying desires
- Knowledge of the range of services offered by the library
- Knowledge of the types of teams involved in work within the library.
- Knowledge of the relationship between the library and the process of scholarship in its dimensions of research, publication, access/preservation and teaching.
- Understanding the specialized language and jargon used in the library
- Knowledge of the history, environmental forces and trends influencing the library
- Knowledge of current trends, issues and opportunities faced by academic libraries
- Knowledge of principles, values and ethics influencing library work

**Category Three: Meeting Effectiveness**

- Ability to facilitate group discussion (e.g.: listening, gatekeeping, summarizing, limiting digressions, managing time, ending discussions).
- Ability to keep an accurate record of discussions by charting key points of conversations and decisions on a flip chart.
- Ability to observe group dynamics and report back observations as part of evaluating the meeting's effectiveness.
- Ability to construct meeting agendas
- Ability to set and maintain ground rules
- Ability to initiate discussion
- Ability to ask for and provide information and opinions
- Ability to elaborate on an idea and add to it.
- Ability to summarize points of commonality and difference in opinion.

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**Category Four: Planning, Decision Making and Problem Solving**

- Customer interviewing and surveying capability
- Capabilities needed to facilitate a focus group
- Skill of introducing brainstorming and/or use of affinity charting technique
- Skill of constructing an inter-relationship diagram showing drivers and outcomes
- Skill of constructing a Force Field diagram
- Ability to conduct a multivote to narrow down options
- Ability to construct a GANNT chart showing project timelines and milestones
- Ability to structure problem solving so that solutions benefit from diverse ideas
- Ability to provide third-party mediation assistance in conflict situations
- Ability to lead a group through the process of consensus decision making

**Category Five: Quality and Process Improvement**

- Ability to create process flowcharts that describe key processes under team control
- Understanding of the concepts of internal and external customers and suppliers
- Ability to accurately measure inputs, cycle times, and desired outputs or outcomes
- Ability to assess the quality of current service delivery and the difference between what we deliver and what customers want.
- Ability to apply the Scientific Method for improving a process (plan, do, check, act).
- Skill of identifying the four types of complexity (1) mistakes and defects; (2) breakdowns and delays; (3) inefficiencies, (4) variation.
- Ability to create frequency charts (Pareto chart)
- Ability to create cause and effect diagrams (fishbone diagram)
- Ability to create checksheets for gathering data

**Category Six: Interpersonal Relationships and Personal Mastery**

- Ability put aside one's own views, beliefs and judgements in order to listen and understand what others say and mean (Suspending judgement & Active listening).
- Ability to express your point of view, beliefs, assumptions, feelings, wants, needs Without discounting the beliefs, etc. of others (Advocacy & Assertiveness).
- Stating what leads you to think, believe or feel the way you do by using concrete data that is the basis for the conclusions you have reached.
- Ability to write personal performance and learning goals related to your functional Team's quality standards and cross-functional team's charge.
- Ability to give others constructive and useful feedback, avoiding labels or the appearance of a personal attack.
- Ability to share assumptions and show a willingness to be corrected
- Regularly reflecting on what you value and want (visioning), and making choices that seem most likely to align with your vision.
- Ability to plan and complete independent work while maintaining productivity with other assigned work involving multiple schedules (multi-tasking).
- Ability to creatively combine ideas, images, and words in ways that move us Beyond conventional assumptions about what is possible.
- Ability to pursue and establish relationships that result in resources and influence to benefit the organization and its goals (networking).

## 2. Analysis of Capability and Skill Data

The "yes" responses to the question "Is this a strength of mine?" provide a verification of the individual fitness assessment in each category. As would be expected, categories with low fitness scores also produce fewer "yes" responses to the question. However, as we analyze the data from the "Yes" responses we should take care to realize that the meaning associated with not answering "yes" is ambiguous. For example, I may be able to informally help another learn a skill, but choose not to because I think it inappropriate to my position duties. For reasons of interpretation, this data needs to be discussed at the Team level to make it more meaningful.

At the broadest level, only the **"Library, Team and Interpersonal Fitness"** area has categories for which there is such broad strength reported that the category itself appears to need no Library-wide attention (though teams may decide to target these categories if the overall no Library-wide attention (though teams may decide to target these categories if the overall assessment doesn't fit). In this area, Category Two: "Library Environment," Category Three: "Meeting Effectiveness" and Category Six: "Interpersonal Relationships and Personal Mastery" show sufficient numbers of team members claiming strength to suggest that no attention is needed in these categories. Even so, this Fitness area also contains two of the three lowest Fitness categories: "Planning, Decision Making and Problem Solving" and "Quality and Process Improvement." The Capability and Skill data reflect the low fitness ratings. Nearly every capability and skill described in each of these two categories lacked sufficient "Yes" responses to produce a "strength" rating for most teams. In addition, the "strength?" responses to the capability and skills in the Category: "Library Policies and Procedures" suggest a lack of skill in the ability of employees to informally assist each other in understanding four important procedures.

The **"Information Technology Fitness"** area appears to be one of great strengths in the Library. As a result fewer specific capabilities and skills are targets for improvement there. Three categories stand out in terms of the number of capabilities and skills that show little strength: Category One: "Use of Information Technology Hardware and Software," Category Three: "Electronic Publishing," and Category Six: "Evaluating the Usefulness of Technology." Category One and Six have Fitness scores in congruence with the capability and skill data. Category One is in the 11th position and Category Six is in the 17th position.

In the case of Category Three, the capability and skill data reveal the softness of a relatively high (5th place) overall Fitness rating. Four of the eight capability and skill descriptions lack strength of numbers in this category. While several teams have demonstrated strengths in most of the capabilities and skills that define this category, many do not. This may be due to the different ways in which teams organize their skilled people. Some may centralize skill in one or a few people without needing a broader understanding among the majority of team members.

The **"Instruction, Training, Coaching and Mentoring Fitness"** Fitness area shows widespread lack of strength in its Category Three: "Knowledge of How Adults Learn." Every capability and skill description in this category lacks strength of numbers reporting "yes." This category is tenth on the Importance list (Table 1) but 15th in the Fitness list (Table 3). It's Fitness score (59.22) is nearly the same as Category Five: "Instructional Design" which is a much more specialized knowledge and skill area. Given how often our work with adults, both students and faculty, involves coaching and instruction, the lack of skill indicated here is worrisome.

Category Five, along with the linked processes of Category Four: "Instructional Planning and Analysis" and Category Six: "Implementing and Testing the Workshop or Course" comprise a comprehensive set of knowledge and skill needed for effective learning and teaching. Once again there may be specialization regarding these skills in the teams, leading to the lack of acknowledged ability by a majority of team members. There may also be a perceived lack of opportunity to learn and practice these skills, particularly if they are seen as narrowly applied to faculty partnerships or formal instruction settings. The lack of strength in these areas suggests we have a ways to go on several fronts, both as a learning organization, and as a "teaching" library.

## 3. Results – Importance of Each Category of Capability and Skill

The importance of each Fitness category is described by the responses of staff to the question "Importance of this concept to your work now or in the near future." This question was asked for each category of capabilities and skills in each of the three major areas studied. Individual's responded to a five point scale with one being low importance and five being high importance. Individual scores for each category were totaled and then divided by the highest possible total score: the top score on the Likert scale (5) times the number of team members responding (anywhere from 2-28). The numbers shown below thus represent a fraction of 100%.

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The following two tables summarize the importance scores for the three Fitness content areas, in which there were 6 categories each.

**Table One**: *Library Average Importance Scores Sorted by Importance Across All Fitness Areas*

| Category | Imp. Avg. |
|---|---|
| 1. Interpersonal Relationships and Personal Mastery | 89.20 |
| 2. Learning New Technology | 87.89 |
| 3. Meeting Effectiveness | 87.40 |
| 4. Use of Information Technology Hardware and Software | 86.00 |
| 5. Electronic Publishing | 85.33 |
| 6. Library Environment | 84.40 |
| 7. Accessing Information Resources | 83.00 |
| 8. Coaching | 80.89 |
| 9. Understanding Technology Use as it Relates to Library and Social Values | 80.56 |
| 10. Knowledge of How Adults Learn | 79.67 |
| 11. Mentoring | 79.11 |
| 12. Implementing and Testing the Workshop or Course | 78.00 |
| 13. Instructional Planning and Analysis | 77.22 |
| 14. Planning, Decision Making and Problem Solving | 76.50 |
| 15. Library Policies and Procedures | 74.20 |
| 16. Instructional Design | 73.67 |
| 17. Evaluating the Usefulness of Technology | 71.22 |
| 18. Quality and Process Improvement | 70.30 |

**Table Two**: *Library Average Importance Scores Sorted by Importance within Fitness Area*

| Assessment #1 | Importance Average | High Score | Low Score |
|---|---|---|---|
| **Information Technology Fitness** | **82.22** | **93** | **68** |
| 4. Learning New Technology | 87.89 | 100 | 68 |
| 1. Use of Information Technology Hardware and Software | 86.00 | 100 | 79 |
| 3. Electronic Publishing | 85.33 | 100 | 71 |
| 2. Accessing Information Resources | 83.00 | 100 | 59 |
| 5. Understanding Technology Use as it Relates to Library and Social Values | 80.56 | 97 | 70 |
| 6. Evaluating the Usefulness of Technology | 71.22 | 93 | 53 |

| Assessment #2 | Importance Average | High Score | Low Score |
|---|---|---|---|
| **Instruction, Training, Coaching and Mentoring Fitness** | **78.44** | **92** | **61** |
| 1. Coaching | 80.89 | 89 | 74 |
| 3. Knowledge of How Adults Learn | 79.67 | 96 | 52 |
| 2. Mentoring | 79.11 | 88 | 72 |
| 6. Implementing and Testing the Workshop or Course | 78.00 | 100 | 56 |
| 4. Instructional Planning and Analysis | 77.22 | 89 | 58 |
| 5. Instructional Design | 73.67 | 94 | 49 |

| Assessment #3 | Importance Average | High Score | Low Score |
|---|---|---|---|
| **Library, Team and Interpersonal Fitness** | **80.50** | **93** | **65** |
| 6. Interpersonal Relationships and Personal Mastery | 89.20 | 100 | 80 |
| 3. Meeting Effectiveness | 87.40 | 94 | 76 |
| 2. Library Environment | 84.40 | 100 | 67 |
| 4. Planning, Decision Making and Problem Solving | 76.50 | 95 | 66 |
| 1. Library Policies and Procedures | 74.20 | 90 | 64 |
| 5. Quality and Process Improvement | 70.30 | 88 | 44 |

**Key to Total Average Importance Score:**

**80 – 100 = 70% or more members give this a 4 or a 5 on a 5 point scale. 3's represent no more than 25-30% of the total respondents. There are very few 2's or 1's.**

**70 – 79 = 60% to 70% of members give this a 4 or 5. Members giving a 3 or a 2 are growing to 30-40%.**

**60 – 69 = The number of members giving a 4 or 5 drops into the 40% range. Members giving a 3 or a 2 grow to 50-60%.**

**50 – 59 = Members giving a 4 or 5 drop to 25% or less. Members giving the lowest rating of 1 may approach 20% of the total members reporting.**

**40 – 49 = 30% or more of the members give the lowest rating of 1. Members giving 3's, 2's and 1's account for nearly 85% of all respondent's scoring.**

## 4. Analysis of Importance Scores

Of the three main content areas, Information Technology Fitness is clearly at the top with the highest overall importance average of 82.22%. The main content area of Library, Team and Interpersonal Fitness is second with an average of 80.50%. The third content area of Instruction, Training, Coaching and Mentoring shows an importance average of 78.44%.

It's easy to see why I.T. content is highest in perceived importance if you look at the category scores that make it so. "Learning New Technology" is number 2 on the overall category list, "Use of I.T. Hardware and Software is #4; Electronic Publishing" is #5; "Accessing Information Resources is #7; and "Understanding Technology Use" is #9. Fully half of the top ten categories come from this Fitness content area.

Yet it is also true that the Library, Team and Interpersonal content area is well represented at the top. "Interpersonal Relationships and Personal Mastery" skills tops the general list of categories, with "Meeting Effectiveness" in the third spot from the top. "Library Environment" is in the #6 spot and rounds out the contribution of this content area to the top ten. Among these three, the importance given to "Interpersonal Relationships and Personal Mastery" is interesting in light of the results of Ken Goldberg's study.

The Ken Goldberg study found that Personal Mastery was the least strongly perceived aspect of the Learning Organization, particularly among the Assimilator learning style, which is one of the largest learning styles present among employees in the Library. In the Fitness assessment, great importance is given to interpersonal relationships and personal mastery. The greater difficulty of perceiving it reported in the Goldberg study seems to contrast with the high-level of fitness in this category as reported by staff. The contradiction between the Goldberg study and the Fitness study may be more apparent than real. The two studies present the concept differently. Personal mastery skill and knowledge is often tacit, learned by trial and error, and difficult to perceive as behavior, except in its absence. It is possible that the category of interpersonal relationships, while difficult to perceive, could non-the-less be a strength. However, the ambiguity of our results in this area suggests the need for teams to discuss it further and clarify their needs.

It would be a mistake to make too much of a "top ten" boundary on this analysis. The content area of Instruction, Coaching, Training and Mentoring has two categories there: "Coaching" at #8 and "Knowledge of How Adults Learn" at #10. We may be too quick to make a cut at #10, because at # 11 is "Mentoring" followed by "Implementing and Testing the Workshop or Course" and "Instructional Planning and Analysis" in that content area in the #12-#13 spots. This instructional content area is an important aspect of the new work that librarians are attempting to carve out in their relationship with faculty, particularly in their support of the Integrated Learning Center. For this reason, we speculate that Integrated Services teams tend to give instruction related categories high importance, while other teams centralize or specialize these abilities in a few people, and as a result show lower importance scores.

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Even at this level on the list of 18 categories, we are still talking about averages of over 77%, meaning that big majorities of library employees are giving these categories a 4 or 5 in importance. In fact, nothing else on our list drops below 70% on average. To understand the lowest five scoring categories of "Planning, Decision Making and Problem Solving;" "Library Policies and Procedures;" "Instructional Design;" "Evaluating the Usefulness of Technology;" and "Quality and Process Improvement" we must look at the range of responses in teams, and think about the specialized nature of some of the skill and knowledge described in these categories.

It may well be that these final five categories sort out at the low end because the Library has chosen to rely on consultants or a very few employees to provide these capabilities. Of the five, this assumption seems least true in regards to the "Planning, Decision Making, and Problem Solving" category. This category relates is easy to associate with anecdotal data suggesting that many teams need help in this area, and suffer in effectiveness because of their planning, decision making or problem solving habits. It stands out as a category in this regard, and we need more information from teams to understand the true dimension of need in this area.

Given the number of people involved in process improvement activities, and the importance of such capabilities to the library over the past five years, it also is interesting that "Quality and Process Improvement" is last on the list. Does this suggest that improvement efforts are a low priority? Not at all! We did not assess the priority of these categories, but rather their importance to employees, now or in the near future. The importance score may simply reflect the fact that such approaches and the knowledge of how to conduct them is at low ebb, and has never really been practiced in most of the teams reporting.

## 5. Results – Individual Assessments of Overall "Fitness"

In this section, as we did with the Importance scores, we will present tables of data and our analysis. The "Fitness" scores are derived from individual responses to the request to "Assess your Fitness (degree of learning and action) as defined above." Each category was defined, and further described by the list of specific behaviors or capabilities. The "Assess your Fitness" question was asked for each category of capabilities and skills in each of the three major areas studied. Individual's responded to a five point scale with one being low Fitness and five being high Fitness. Individual scores for each category were totaled and then divided by the highest possible total score: the top score on the scale (5) times the number of team members responding (anywhere from 2-28). The numbers shown below thus represent a fraction of 100%. A key to interpreting the percentage scores follows:

**Key to Total Average Fitness Score:**

**80 – 100 = 70% or more members give this a 4 or a 5 on a 5 point scale. 3's represent no more than 25-30% of the total respondents. There are very few 2's or 1's.**

**70 – 79 = 60% to 70% of members give this a 4 or 5. Members giving a 3 or a 2 are growing to 30-40%.**

**60 – 69 = The number of members giving a 4 or 5 drops into the 40% range. Members giving a 3 or a 2 grow to 50-60%.**

**50 – 59 = Members giving a 4 or 5 drop to 25% or less. Members giving the lowest rating of 1 may approach 20% of the total members reporting.**

**40 – 49 = 30% or more of the members give the lowest rating of 1. Members giving 3's, 2's and 1's account for nearly 85% of all respondent's scoring.**

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## 6. Analysis of Fitness Scores

Fitness and Importance Scores track closely, as can be seen in Table Three. Eight of the top ten categories in "Importance" are also among the top ten in "Fitness." Five of the top ten are scored at 70 or above:

- Library Environment
- Meeting Effectiveness
- Interpersonal Relationships and Personal Mastery
- Accessing Information Resources
- Electronic Publishing

These scores suggest that a significant percentage (60%-70%) of team member's rate their "fitness" at a 4 or 5 in these categories. However, this also suggests that a not so small minority of 30% to 40% of these teams membership is giving a rating of 3 or less. In fact, there is a wide range of team scores in each of the top Fitness categories (see Table Four). Both the "Library Environment" and "Meeting Effectiveness" have a range of 33 and 23 respectively from high to low score. The high score of 95 in Electronic Publishing is fifteen points higher than the next highest team score of 80. If you don't use the high score, the average for this category drops to 67%. In this Library-wide analysis, the strength of one team can make a category look better than it might otherwise.

Some categories illustrate divisions in work and knowledge based on whether the work is core or peripheral to the team's purpose. Teams with core work (such as "Accessing Information Resources") tend to score higher in this category than do teams that provide support, which score lower. Importance scores at the team level tend to reflect this division of work. In a category such as "Interpersonal Relationships and Personal Mastery" the team with a low score of 50% also gave this category an importance score of 90%. While no Library-wide response to this category is indicated by this study, the team scoring low in a Fitness category considered important by team members should plan to pursue improvements, whether or not the library as a whole does.

What is the most noticeable incongruence between importance and fitness scores? "Use of Information Technology Hardware and Software" is in 11th position with a Fitness average score of 65.67% and an importance score of 86%, which is 4th highest of all importance scores. Three teams have scores in the 50's for this category. Earlier in this report we described responses to the question "Is this a strength of yours?" This question is related to specific capabilities listed in each category. The responses to this category of Hardware and Software use revealed that more than half of the Library's teams lacked a majority of skilled people in the areas of understanding the basic operating system, use of software purchase guidelines, use of graphics/artwork to create illustrations, etc. and mapping a computer to a network. No team gave this category less than an 80% importance rating.

As was the case in the section on Importance, the bottom eight in the Fitness list comprise skills and knowledge in Instruction (#11-#15 on the list) and the analytical skill and knowledge categories of "Planning, Decision Making, and Problem Solving," "Evaluating the Usefulness of Technology," and "Quality and Process Improvement." The high value given to the relationship-based categories of "Library Environment," "Meeting Effectiveness," and "Interpersonal Relationships and Personal Mastery" strongly contrast with the analytical and measurement based categories at the bottom of the list. We are left with questions about this difference. Is it related to the fact that the library is predominantly staffed by women, whose social conditioning to highly value relationships are reflected in this survey? Ken Goldberg's noted in his study that females more strongly perceive the learning organization than men. Since we have no descriptive data about gender regarding individual Fitness assessments, we cannot respond effectively to this question of gender impact on the results. Keep in mind that the lowest rated category of "Quality and Process Improvement" is still given a relatively high importance rating of 70.50%.

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**Table Three:** *Library Average Fitness Scores by Category in Descending Order, with Importance Comparison.*

| Category | Avg. Fitness | Importance |
|---|---|---|
| 1. Library Environment | 77.20 | 6 |
| 2. Meeting Effectiveness | 76.00 | 3 |
| 3. Interpersonal Relationships and Personal Mastery | 74.80 | 1 |
| 4. Accessing Information Resources | 71.33 | 7 |
| 5. Electronic Publishing | 70.00 | 5 |
| 6. Learning New Technology | 69.44 | 2 |
| 7. Coaching | 68.33 | 8 |
| 8. Mentoring | 67.56 | 11 |
| 9. Understanding Technology Use as it Relates to Library and Social Values | 66.56 | 9 |
| 10. Library Policies and Procedures | 65.90 | 15 |
| 11. Use of Information Technology Hardware and Software | 65.67 | 4 |
| 12. Implementing and Testing the Workshop or Course | 62.67 | 12 |
| 13. Instructional Planning and Analysis | 59.89 | 13 |
| 14. Instructional Design | 59.56 | 16 |
| 15. Knowledge of How Adults Learn | 59.22 | 10 |
| 16. Planning, Decision Making and Problem Solving | 55.90 | 14 |
| 17. Evaluating the Usefulness of Technology | 54.56 | 17 |
| 18. Quality and Process Improvement | 51.40 | 18 |

**Table Four**: *Library Average Fitness Scores Sorted by Category within Fitness Area*

| Assessment #1 | *Fitness Average* | *High Score* | *Low Score* |
|---|---|---|---|
| **Information Technology Fitness** | 66.00 | 79 | 53 |
| 2. Accessing Information Resources | 71.33 | 93 | 54 |
| 3. Electronic Publishing | 70.00 | 95 | 56 |
| 4. Learning New Technology | 69.44 | 90 | 54 |
| 5. Understanding Technology Use as it Relates to Library and Social Values | 66.56 | 80 | 57 |
| 1. Use of Information Technology Hardware and Software | 65.67 | 95 | 51 |
| 6. Evaluating the Usefulness of Technology | 54.56 | 73 | 40 |

| Assessment #2 | *Fitness Average* | *High Score* | *Low Score* |
|---|---|---|---|
| **Instruction, Training, Coaching and Mentoring Fitness** | 62.44 | 75 | 54 |
| 1. Coaching | 67.89 | 81 | 55 |
| 2. Mentoring | 67.00 | 79 | 52 |
| 6. Implementing and Testing the Workshop or Course | 62.33 | 76 | 49 |
| 4. Instructional Planning and Analysis | 59.11 | 68 | 52 |
| 3. Knowledge of How Adults Learn | 58.89 | 76 | 43 |
| 5. Instructional Design | 58.89 | 72 | 44 |

| Assessment #3 | *Fitness Average* | *High Score* | *Low Score* |
|---|---|---|---|
| **Library, Team and Interpersonal Fitness** | 65.50 | 79 | 57 |
| 2. Library Environment | 77.20 | 95 | 62 |
| 3. Meeting Effectiveness | 76.00 | 87 | 64 |
| 6. Interpersonal Relationships and Personal Mastery | 74.80 | 90 | 50 |
| 1. Library Policies and Procedures | 65.90 | 83 | 53 |
| 4. Planning, Decision Making and Problem Solving | 55.90 | 70 | 42 |
| 5. Quality and Process Improvement | 51.40 | 63 | 35 |

## II. Recommendations

There are three levels to which the recommendations of this report are directed:

1. The institutional team level of training and development and its process owners in FAST/SOS, LIST, SLRP/BAG, LFA, SGA, and strategic plan projects that impact the library as a whole (COLA, etc.).
2. The functional team level of training and development and team leadership, both formal (team leaders/work team leaders) and informal (members of training projects, project team leaders, etc.)
3. Individuals involved in developing learning goals related to team projects and objectives.

Each level has a distinct range of interest and control, or influence. Each level needs an approach to interpreting and putting to use the data in this report. For this reason, this Library-wide report is accompanied by a Team Report, and each individual has had his or her personal assessment returned (subject to there being a name on the assessment to aid in this).

**Recommendations for Institutional Teams**

1. A first step will be to conduct a Learning Network meeting with Team Leaders and Work Team Leaders in order to assess the capacity to implement training and other forms of development in the recommended areas. In conversation with the teams, and contingent on team agreements with this assessment, FAST/SOS should provide leadership and coordination to ensure adequate library-wide instruction and coaching by a wide range of resource people in the following categories:
   - "Use of Information Technology Hardware and Software." This is a factor in LIST's objectives, and they should look at providing resources in the capability and skill areas indicated.
   - "Evaluating the Usefulness of Technology" as a complement to LIST's objectives relative to technology refresh. By educating staff on this low strength area, LIST could improve the response it gets to its own initiatives.
   - "Electronic Publishing" capabilities and skills is another factor in LIST's training objectives.
   - "Knowledge of How Adults Learn," "Learning New Technology" are a closely related set of capabilities and skills. LIST should pay particular attention to addressing whether or not our approach to technology training in the library is in tune with the learning styles present in the organization, and to evaluating its training for its effectiveness in actually changing behavior. It may be desirable to form a collaboration between SOS and LIST to do this.
   - "Instructional Planning and Analysis," "Instructional Design," and "Implementing and Testing the Workshop or Course" can be viewed as a series, tied to projects, timelines and objectives of specific teams, and involving existing expertise among IS team librarians and campus expertise.
   - "Planning, Decision Making and Problem Solving," and "Quality and Process Improvement" can be seen as a closely related set of capabilities and skills, again tied to projects, timelines and objectives of specific teams.
   - "Coaching" and "Mentoring" capabilities lacking strength should be factored into the implementation and education of teams relative to the Residency and Mentoring projects.
   - "Library Policies and Procedures" can be seen as elements in New Employee Orientation and may also be needed for specific teams.

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### Recommendations for Functional Teams

Learning at the team level engages some of the categories involving relationship skills that show strongly in this Fitness assessment: Learning about the "Library Environment," "Meeting Effectiveness," and "Interpersonal Relationships and Personal Mastery." We caution our colleagues to not assume that the relatively high scores for these three categories means we can be complacent in our efforts to improve and maintain them. As we all know, the work done to keep relationships working effectively can be altered overnight when someone leaves or a new person comes into the team.

Do teams feel that specific programs beyond those already offered are needed to orient new employees regarding these capabilities and skills? Our focus group sessions with New Employees indicated many needs not met. This assessment does not provide an answer. Similarly, significant on-going efforts are made to stay current regarding the constantly changing category of "Accessing Information Resources." The fact that it scores relatively highly (71.33) may have more to do with familiarity with the old, then it does with the capacity to embrace the new. Only discussion and assessment at the team level can reveal whether or not additional efforts are needed to maintain, or build strength in this category.

### Recommendations for Individuals

We believe that these categories of knowledge and skill will continue to be useful for several years. New employees will find the fitness assessments useful guides to their achievement of basic knowledge and skill suited for this working environment. We recommend that FAST/SOS distribute the assessments to each new employee as an aid in establishing first developmental goals. We recommend that Teams and Team Leaders use the Fitness categories as an aid to coaching and developing individual team members.

## III. Next Steps

The capacity of the FAST/SOS team to implement our recommendations is limited. It is clear to us that FAST/SOS will need to increase capacity by brokering agreements with individuals in teams and outside consultants to accomplish the focused development activities recommended above. We believe the next steps included here are within the capacity of FAST/SOS to manage:

1. The Fitness Team will schedule a hand-off meeting with FAST/SOS as soon as possible.
2. FAST/SOS has already committed to providing new employees with the three assessments.
3. FAST/SOS will conduct a Learning Networks meeting with Team Leaders and Work Team Leaders in August or early September.
4. This report will be made available on the FAST/SOS web site.
5. Teams will be asked to conduct discussions of this and their team Fitness reports by September 8.
6. Individuals are asked to factor their personal "Fitness" assessments into their developmental review goals.
7. FAST/SOS will follow-up to collect data on team discussions and needs by September 8th and prepare plans to meet those needs, based on available resources.
8. FAST/SOS will focus on identifying and developing the capacity to instruct and train from among both internal and external resources, and directed to meet the most pressing "fitness" needs as requested by the teams and informed by this report.

# Management Services Cluster: Behavioural Competency Profile

## COMPETENCY SUMMARY

The competencies below have been identified as key behavioural competencies contributing to excellence at NRC. They are not intended to represent all of the competencies necessary for success in a specific position. In addition to these competencies, specific technical expertise will be required.

**Page**

2. **Client Focus:** *Bringing excellence to internal or external clients by focusing efforts on discovering and meeting their needs.*
3. **Communication:** *Openly communicating in a compelling, honest, persuasive and articulate manner, ensuring the message is clear, understood and consistent with NRC objectives.*
4. **Conceptual & Analytical Ability:** *Understanding, analyzing, synthesizing and relating complex information and abstract variables; drawing logical conclusions and/or providing reasonable and creative alternatives.*
5. **Initiative:** *Anticipating and dealing with problems and issues in a persistent manner, seizing opportunities that arise and going beyond what is expected.*
6. **Networking:** *Cultivating a network of contacts as sources of information, advice and support.*
7. **Organizational / Environmental Awareness:** *Understanding the workings, structure and culture of the organization as well as the political, social and economic climate in which the organization operates.*
8. **Partnering:** *Seeking and building internal/external alliances, collaborations and services with or for clients to advance NRC business relationships, as well as knowledge, innovation and economic development.*
9. **Results Orientation:** *Focusing efforts on achieving quality results consistent with the NRC vision.*
10. **Self-knowing and self-development:** *Assessing strengths and weaknesses and engaging in ongoing self-development and improvement; maintaining effectiveness in the face of change or ambiguity.*
11. **Teamwork:** *Demonstrating effective interpersonal skills and working cooperatively and effectively within and across organizational units to achieve common goals.*

*Note 1:* The term "organization" is used in this document to refer to NRC as a whole or that part of NRC for which the individual is accountable or exerts influence.
*Note 2:* The levels in each competency represent performance increments. Thus, competent performance at one level assumes competent performance at all levels below.
*Note 3:* The 'Partnering' competency is optional for this job cluster.

**7 July 2000**

## Management Services Cluster: Behavioural Competency Profile

| **Client Focus:** *Bringing excellence to internal or external clients by focusing efforts on discovering and meeting their needs.* | | | | |
|---|---|---|---|---|
| *Underlying notion* | **Level 1**<br>***Responds to client needs*** | **Level 2**<br>***Builds positive client relations*** | **Level 3**<br>***Evaluates and adapts to client needs*** | **Level 4**<br>***Fosters a client-focused culture*** |
| | • Responds effectively to client needs.<br>• Works to satisfy client and organizational expectations.<br>• Explains basic procedures, policies and practices to clients.<br>• Responds to client requests in a professional and helpful manner. | • Helps clients to clearly define their needs and objectives.<br>• Identifies benefits for the clients, looks for ways to add value.<br>• Contacts clients to follow up on services, solutions or products to ensure that their needs have been correctly and effectively met.<br>• Maintains ongoing communications with clients.<br>• Seeks to understand issues from the client's perspective.<br>• Clearly presents risks and liabilities to client.<br>• Balances client requests with other priorities or constraints.<br>• Works with clients to find points of compromise. | • Helps clients match their needs with existing services, solutions or products.<br>• Implements effective mechanisms to deliver services, solutions and products.<br>• Seeks out and involves clients or prospective clients in assessing products or services to determine ways to improve these.<br>• Adapts services, products or solutions to meet client needs.<br>• Monitors and evaluates client service progress and results. | • Strategically evaluates opportunities for new client relationships.<br>• Recommends/determines strategic business direction to meet projected needs of clients.<br>• Influences clients/market by promoting products or services and their value to the client.<br>• Develops creative and innovative ways of meeting clients' needs.<br>• Develops service standards taking into consideration client needs. |

# Management Services Cluster: Behavioural Competency Profile

<table>
<tr><td colspan="5"><b>Communication:</b> <i>Openly communicating in a compelling, honest, persuasive and articulate manner, ensuring the message is clear, understood and consistent with NRC objectives.</i></td></tr>
<tr><td><i>Underlying notion</i></td><td>Level 1<br><i>Presents information that others understand</i></td><td>Level 2<br><i>Fosters two-way communication</i></td><td>Level 3<br><i>Adapts communication strategies to situations</i></td><td>Level 4<br><i>Uses influencing strategies</i></td></tr>
<tr><td></td><td>• Presents and shares information and facts in a logical, timely, clear and coherent manner.<br>• Provides the information necessary for understanding and making effective decisions.<br>• Supports position with relevant data, information, examples, etc., as required.<br>• Actively listens (e.g. builds rapport, considers other viewpoints and takes appropriate action).<br>• Demonstrates cultural sensitivity when communicating.<br>• Treats confidential information appropriately.</td><td>• Considers others' perspective when presenting arguments (e.g. presents mutual benefits).<br>• Anticipates and plans for reactions of others and tailors communication approach to the needs of the intended audience.<br>• Conveys an understanding of, and responds appropriately to, the comments and questions of others.<br>• Communicates in a tactful and sensitive way, e.g. by taking into consideration a person's background, expertise and needs.<br>• Knows which questions to ask, how to ask them to gain clarification, and whom to ask.</td><td>• Deals effectively with a broad range of individuals and audiences and in a variety of contexts.<br>• Quickly and easily reads the environment and cues from others to assess when and how to change track or planned approach.<br>• Positions communication to achieve the desired results.<br>• Clarifies common ground between opposing points of view to advance cooperation.<br>• Influences others' perceptions, using consensus building, consultations and negotiations.</td><td>• Articulates and communicates key positions of the organization in order to influence direction.<br>• Uses communication strategies to develop partnerships or to obtain buy-in from others.<br>• Articulates and positions messages strategically and succinctly to stakeholder groups.<br>• Anticipates and articulates the future vision in ways that are clear and relevant.<br>• Creates an environment of open and effective communication.</td></tr>
</table>

# Management Services Cluster: Behavioural Competency Profile

**Conceptual and Analytical Ability:** *Understanding, analyzing, synthesizing and relating complex information and abstract variables; drawing logical conclusions and/or providing reasonable and creative alternatives.*

| *Underlying notion* | **Level 1** *Analyzes and synthesizes information* | **Level 2** *Applies broad analysis to reach conclusions* | **Level 3** *Manages multiple complex relationships* | **Level 4** *Whole Systems Thinking* |
|---|---|---|---|---|
|  | • Breaks down concrete problems into parts and organizes information in a concise manner.<br>• Gathers input from appropriate players.<br>• Identifies the links between the information and the context.<br>• Uses common sense, past experience and basic rules to identify key underlying issues and to problem-solve.<br>• Considers relevant facts and alternatives when making decisions.<br>• Is open to new ideas. | • Analyzes complex problems and breaks down problems into logical parts.<br>• Sees connections, patterns or trends in the information available.<br>• Identifies the potential impact that trends or events may have on services, products or clients.<br>• Draws logical conclusions and/or provides creative options and recommendations. | • Simultaneously deals with multiple complex issues and abstract relationships.<br>• Recognizes and assesses several likely causal factors or ways of interpreting the available information.<br>• Thinks several steps ahead and cross-functionally in deciding on best course of action (anticipates likely outcomes).<br>• Clearly and concisely explains complex issues and relationships.<br>• Draws on experience and knowledge to assess and analyze facts and available information to come to quick and appropriate decisions.<br>• Develops innovative/creative solutions to complex problems and issues.<br>• Identifies problems and situations not obvious to others and not learned from previous education or experience. | • Determines strategy and approaches based on a whole systems perspective.<br>• Sees multiple relationships and missing factors/gaps in systems or processes, and takes corrective action as necessary.<br>• Thinks beyond the organization and balances multiple perspectives when setting direction or reaching conclusions. |

# Management Services Cluster: Behavioural Competency Profile

**Initiative:** *Anticipating and dealing with problems and issues in a persistent manner, seizing opportunities that arise and going beyond what is expected.*

| *Underlying notion* | **Level 1** *Accepts challenges* | **Level 2** *Seeks and meets challenges* | **Level 3** *Seeks to excel* |
|---|---|---|---|
|  | • Accepts challenges and persists in finding solutions.<br>• Takes responsibility to get things done without waiting for others to initiate action.<br>• Responds to issues and/or brings concerns forward rather than waiting for them to be discovered by someone else. | • Constantly looks for new opportunities and seizes them when they arise.<br>• Considers ideas from a variety of sources in order to solve problems.<br>• Remains flexible to find alternate ways around obstacles/barriers to achieve goals.<br>• Takes calculated risks to achieve goals/outcomes.<br>• Perseveres in seeking solutions despite obstacles.<br>• Offers technical help and expertise to resolve problems.<br>• Plans ahead to address future requirements without being asked. | • Anticipates and responds in a proactive manner to future needs (of internal or external clients or groups) that may not be obvious to others.<br>• Exceeds job expectations to contribute to institute and/or NRC objectives.<br>• Coaches, supports and encourages others to test their limits.<br>• Seeks to maintain an awareness of issues, even those not directly related to their job.<br>• Actively acquires new skills in order that they can contribute more effectively or in new ways. |

## Management Services Cluster: Behavioural Competency Profile

| **Networking:** *Cultivating a network of contacts as sources of information, advice and support.* | | | |
|---|---|---|---|
| *Underlying notion* | **Level 1**<br>***Accesses known sources of information*** | **Level 2**<br>***Builds personal contacts and networks*** | **Level 3**<br>***Facilitates networking*** |
| | • Accesses existing networks to remain current with trends and developments.<br>• Seeks opportunities to exchange knowledge, by actively participating in meetings, committees, etc.<br>• Seeks out the expertise of others and develops relationships with them. | • Nurtures and develops key contacts (colleagues, team members, industry contacts, etc.) to access needed information.<br>• Seeks out opportunities to make presentations, participate on committees, etc. to increase the group's exposure within relevant business areas.<br>• Uses networks to understand the general direction of their field of work.<br>• Makes effective contributions to networks. | • Creates and facilitates forums for developing new alliances and formal or informal networks.<br>• Promotes successes, creating an awareness of the strengths of people and best practices.<br>• Uses networks to promote and create opportunities for NRC.<br>• Encourages others to build networks and provides opportunities for them to do so.<br>• Brings informal teams of internal/external stakeholders together to address issues/needs.<br>• Develops and nurtures strategic alliances, identifying opportunities within and outside Canada.<br>• Uses information acquired through networking to influence the institute/branch/program's strategic direction or that of the NRC. |

# Management Services Cluster: Behavioural Competency Profile

**Organizational / Environmental Awareness:** *Understanding the workings, structure and culture of the organization as well as the political, social and economic climate in which the organization operates.*

| ***Underlying notion*** | **Level 1**<br>***Understands formal structure*** | **Level 2**<br>***Understands informal structure and culture*** | **Level 3**<br>***Understands organizational politics, issues and external influences*** | **Level 4**<br>***Understands and operates effectively in a broad spectrum of political, cultural and social milieux*** |
|---|---|---|---|---|
|  | • Recognizes and uses formal structure, rules or processes to accomplish work.<br>• Demonstrates understanding of the general environment within which the institute, branch or program operates. | • Has a good understanding of the unwritten and informal structure, culture and rules.<br>• Effectively uses both formal and informal channels, including networking, for acquiring information, assistance and accomplishing work goals.<br>• Quickly adapts to varying cultures and circumstances.<br>• Is aware of events external to NRC that impact on the organization. | • Anticipates issues, challenges and outcomes and effectively operates to best position the institute/branch/program.<br>• Demonstrates an understanding of NRC's vision when providing advice on branch/institute directions.<br>• Uses an understanding of issues and culture to anticipate impacts and to develop strategy and positions. | • Demonstrates broad understanding of political, social and economic context within which NRC operates.<br>• Operates successfully in a variety of social, political and cultural milieux.<br>• Uses broad understanding of political, social and economic context to provide advice on NRC future directions.<br>• Seeks to change organizational culture and practices to improve the success of the organization. |

## Management Services Cluster: Behavioural Competency Profile

**Partnering:** *Seeking and building internal/external alliances, collaborations and services with or for clients to advance NRC business relationships, as well as knowledge, innovation and economic development.*

| *Underlying notion* | Level 1 *Operates effectively within partnerships* | Level 2 *Manages existing partnerships* | Level 3 *Open to (seeks out) partnership opportunities* | Level 4 *Sets up environment that is open to partnerships* | Level 5 *Sets strategic direction for partnering* |
|---|---|---|---|---|---|
| | • Communicates openly, builds trust and treats partners fairly, ethically and as valued allies. | • Manages existing partnerships within established agreements or contracts.<br>• Monitors partnership arrangements to ensure that the objectives of the partnership remain on target.<br>• Recognizes when adjustments to partnering arrangements may be required for the benefit of NRC and/or the partner. | • Assesses the value of entering into partnerships in terms of both short- and long-term return on investment.<br>• Creates opportunities to partner through networking, participating in multi-stakeholder groups etc.<br>• Initiates and sets initial expectations for partnership arrangements or alliances. | • Explores avenues within the rules to eliminate obstacles to partnership arrangements.<br>• Communicates achievements and lessons learned from different partnering arrangements (i.e., to promote ongoing improvement).<br>• Negotiates terms and conditions of partnership arrangements. | • Provides strategic direction on the value and types of partnering arrangements that the organization should be pursuing.<br>• Develops frameworks that support effective partnerships. |

# Management Services Cluster: Behavioural Competency Profile

**Results Orientation:** *Focusing efforts on achieving quality results consistent with the NRC vision.*

| *Underlying notion* | **Level 1**<br>***Stays focused on results*** | **Level 2**<br>***Seeks to improve personal performance*** | **Level 3**<br>***Seeks to improve organizational performance*** | **Level 4**<br>***Sets and models behavioural performance standards*** |
|---|---|---|---|---|
|  | • Promptly and efficiently completes work assignments.<br>• Aligns personal work with team/unit goals.<br>• Plans, prioritizes and balances work to meet commitments, goals and deadlines.<br>• Stays focused on goals despite obstacles and disruptions.<br>• Compares work performance and outcomes against standards to achieve quality results. | • Sets challenging yet realistic personal goals in line with team/unit goals.<br>• Looks for ways to improve personal efficiency.<br>• Anticipates, identifies and effectively deals with problems or risks.<br>• Plans for contingencies to deal with unexpected events.<br>• Develops personal work plans to structure work and achieve required results.<br>• Evaluates own work performance to identify ways to improve it. | • Uses appropriate tools, methods and criteria to regularly evaluate work processes, services or deliverables.<br>• Challenges ineffective work processes and offers constructive alternatives.<br>• Establishes effective organizational methods for assigning, managing and tracking work.<br>• Develops systems to organize, track and share information.<br>• Solicits and/or provides information that could affect the planning, programs and decision-making for the organization. | • Sets the expected standards and criteria for measuring success.<br>• Delivers a clear message on the standards expected.<br>• Serves as a model for the standards expected.<br>• Recognizes employees, teams and groups who are examples of excellence for the organization.<br>• Invests time and effort to ensure long-term success. |

# Management Services Cluster: Behavioural Competency Profile

**Self-knowing and self-development:** *Assessing strengths and weaknesses and engaging in ongoing self-development and improvement: maintaining effectiveness in the face of change or ambiguity.*

| *Underlying notion* | **Level 1**<br>***Self-assesses and monitors oneself to maintain personal effectiveness*** | **Level 2**<br>***Seeks to improve and maintain personal effectiveness in high demand situations*** | **Level 3**<br>***Impacts on effectiveness of others*** |
|---|---|---|---|
|  | • Recognizes and seeks to close gaps in knowledge and skills through self-learning, and/or seeking assistance, advice or coaching.<br>• Applies new knowledge and learning to improve job performance.<br>• Takes advantage of learning opportunities.<br>• Self-assesses and seeks feedback from others to identify strengths and weaknesses and ways of improving. | • Recognizes personal work capacity and limitations, and manages work accordingly (e.g. delegate, modify priorities).<br>• Maintains effectiveness, self-control and a professional attitude when challenged or in situations that are ambiguous or beyond one's control.<br>• Actively pursues self-development on an ongoing basis (technically and personally).<br>• Designs personal learning objectives based on anticipated future needs of the work unit, institute and NRC.<br>• Uses change as an opportunity to develop new skills and knowledge.<br>• Sets challenging goals and standards of excellence for self. | • Maintains effective judgments and decision-making, and responds constructively towards others in high demand, difficult or stressful periods or situations.<br>• Positively influences others by remaining energized, enthusiastic and confident in the face of difficult and prolonged work demands. |

# Management Services Cluster: Behavioural Competency Profile

**Teamwork:** *Demonstrating effective interpersonal skills and working cooperatively and effectively within and across organizational units to achieve common goals.*

| *Underlying notion* | **Level 1**<br>***Participates as a team member*** | **Level 2**<br>***Fosters teamwork*** | **Level 3**<br>***Demonstrates leadership in teams*** | **Level 4**<br>***Creates and fosters a culture of teamwork*** |
|---|---|---|---|---|
|  | • Actively participates to ensure a productive team.<br>• Shares information and expertise with other team members.<br>• Assumes personal responsibilities and follows up on commitments.<br>• Recognizes when a compromise is required for the greater good of the team.<br>• Seeks others' input and involvement and listens to their viewpoints with consideration and respect. | • Looks for opportunities to work with other groups or organizational areas.<br>• Initiates collaboration on projects or methods of operating.<br>• Discusses with team members those problems or issues that could affect results.<br>• Gives credit and acknowledges contributions and efforts of team members.<br>• Encourages members to contribute to team goals.<br>• Attempts to resolve conflicts within the team. | • Provides coaching, guidance and direction to other team members.<br>• Recommends team structure for maximum effectiveness, taking into account members' skills, interests and concerns.<br>• Demonstrates flexibility in team leadership style and decision-making strategies to deal effectively with different situations.<br>• Identifies and resolves issues affecting team in a timely manner.<br>• Recognizes work capacity limitations in others (i.e. team members or organizational units) and takes or recommends steps to clarify or modify priorities, reassign work or introduce timesaving efficiencies.<br>• Advises team members on how to resolve differences or deal with conflicts to achieve mutually beneficial outcomes. | • Creates and promotes a culture and environment that fosters highly effective teams.<br>• Establishes reward and recognition mechanisms and structures that promote effective teamwork.<br>• Models behaviours that maximize group participation by consulting, listening and communicating.<br>• Takes appropriate action to resolve persistent, broad-ranging and/or significant team conflicts. |

# Manager/Supervisor Cluster: Behavioural Competency Profile

## COMPETENCY SUMMARY

The competencies below have been identified as key behavioural competencies contributing to excellence in management / supervisory roles at NRC. They are not intended to represent all of the competencies necessary for success in a specific position. In addition to these competencies, specific technical expertise will be required.

**Page**

2. **Visioning / Alignment**: *Creating a vision of success, communicating the vision and aligning strategic, operational and personal work plans and goals to achieve the vision.*
3. **Communication**: *Openly communicating in a compelling, honest, persuasive and articulate manner, ensuring the message is clear, understood and consistent with NRC objectives.*
4. **Valuing People:** *Treating people fairly, with dignity and integrity, to promote commitment and productivity.*
5. **Developing others:** *Developing others by providing a supportive growth environment and by coaching and mentoring.*
6. **Organizational / Environmental Awareness:** *Understanding the workings, structure and culture of the organization as well as the political, social and economic climate in which the organization operates.*
7. **Partnering:** *Seeking and building internal / external alliances, collaborations and services with or for clients to advance NRC business relationships, as well as knowledge, innovation and economic development.*
8. **Business Understanding:** *Setting direction and operating in keeping with an understanding of the industry or economic sector, market dynamics and priorities, and NRC's role in regional and national systems of innovation.*
9. **Client Focus:** *Bringing excellence to internal or external clients by focusing efforts on discovering and meeting their needs.*
10. **Results Orientation:** *Focusing efforts on achieving quality results consistent with the NRC vision.*
11. **Teamwork:** *Demonstrating effective interpersonal skills and working cooperatively and effectively within and across organizational units to achieve common goals.*
12. **Self-knowing and self-development:** *Assessing strengths and weaknesses and engaging in ongoing self-development and improvement; maintaining effectiveness in the face of change or ambiguity.*

***Note 1:*** The term "organization" is used in this document to refer to NRC as a whole or that part of NRC for which the individual is accountable or exerts influence.
***Note 2:*** The levels in each competency represent performance increments. Thus, competent performance at one level assumes competent performance at all levels below.

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# Manager/Supervisor Cluster: Behavioural Competency Profile

**Visioning / Alignment** *: Creating a vision of success, communicating the vision and aligning strategic, operational and personal work plans and goals to achieve the vision.*

| ***Underlying notion*** | Level 1 ***Personal work alignment*** | Level 2 ***Promotes team alignment*** | Level 3 ***Develops program / operational goals & plans*** | Level 4 ***Influences strategic direction*** | Level 5 ***Develops vision, sets values*** |
|---|---|---|---|---|---|
| | • Sets personal work goals in line with operational goals of work area.<br>• Continually evaluates personal progress and behaviour to ensure alignment with strategic vision, organizational values and operational goals.<br>• Coordinates personal work with others to ensure alignment with the business goals and values of the institute, branch and NRC. | • Effectively communicates and interprets the strategic vision to employees within area of responsibility.<br>• Clearly articulates and promotes the significance as well as impact of employee contributions to promoting and achieving organizational goals.<br>• Monitors work of team to ensure alignment with strategic direction, vision and values for the organization.<br>• Identifies potential future directions for work area in line with vision.<br>• Contributes in a constructive way to the development of the strategic plan for the work area. | • Works with teams to set program / operational goals and plans in keeping with the strategic direction.<br>• Effectively promotes the organization's business direction within NRC to develop understanding, acceptance and personal alignment with NRC's vision.<br>• Regularly, promotes NRC, its vision and values to clients, stakeholders and partners.<br>• Through participative management processes works with staff to set strategic goals for the organization.<br>• Assesses the gap between the current state and desired future direction and establishes effective ways for closing the gap.<br>• Regularly foresees obstacles and opportunities for the organization and acts accordingly. | • Scans, seeks out and assesses information on potential future directions.<br>• Weighs information relative to the social, political and economic directions of Canada (i.e. takes a 'whole systems' perspective).<br>• Contributes to and provides leadership in the development of the Institute/Branch/Program vision.<br>• Provides direction and communicates the vision to encourage alignment within the organization. | • Leads the development of the vision for the organization and sets the values and strategic direction for the organization for five to 10 years into the future.<br>• Describes the vision and values in compelling terms to develop understanding, and promote acceptance among staff and stakeholders. |
| **Proficiency Levels** | | **Supervisor & GL** | **Director** | **DG** | **Executive** |

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# Manager/Supervisor Cluster: Behavioural Competency Profile

**Communication:** *Openly communicating in a compelling, honest, persuasive and articulate manner, ensuring the message is clear, understood and consistent with NRC objectives.*

| *Underlying notion* | Level 1<br>*Presents information that others understand* | Level 2<br>*Fosters two-way communication* | Level 3<br>*Adapts communication strategies to situations* | Level 4<br>*Uses influencing strategies* |
|---|---|---|---|---|
| | • Presents information and facts in a logical, clear and coherent manner.<br>• Provides all of the available information necessary for understanding and making effective decisions.<br>• Supports position with relevant data, information, examples, visual aids, demonstrations, etc. as required.<br>• Demonstrates cultural sensitivity when communicating. | • Takes other's perspective when communicating, negotiating or presenting arguments (e.g. presents benefits from all perspectives).<br>• Anticipates and plans for reactions of others and tailors communication approach to the needs of the intended audience.<br>• Conveys an understanding of, and responds appropriately to the comments and questions of others. | • Deals effectively with a broad range of individuals and audiences and in a variety of contexts (e.g. social, professional, formal presentations).<br>• Quickly and easily reads the environment and cues from others to assess when and how to change tack or planned approach.<br>• Positions communication to achieve the desired results.<br>• Clarifies common ground between opposing points of view to advance cooperation.<br>• Influences others' perceptions, using consensus building, consultations and negotiations. | • Builds support to position the organization and influence direction (e.g. networking; coalitions).<br>• Uses strategies that link to or build on other favorably perceived initiatives, partnerships or to create buy-in among others (e.g. political leaders, investors and other stakeholders).<br>• Uses strategies to position NRC appropriately, with other national governments, national or international organizations, and sectors of the economy or coalitions. |

| **Proficiency Levels** | **Supervisor & GL** | **Director & DG** | **Executive** |
|---|---|---|---|

# Manager/Supervisor Cluster: Behavioural Competency Profile

**Valuing People:** *Treating people fairly, with dignity and integrity, to promote commitment and productivity.*

| *Underlying notion* | Level 1<br>***Demonstrates respect and fairness through individual actions*** | Level 2<br>***Models and promotes a culture of respect, fairness and trust*** | Level 3<br>***Sets the standard*** |
|---|---|---|---|
| | • Demonstrates actions and decisions that show consistency and fairness.<br>• Solicits individuals' opinions and viewpoints and takes an interest in their work.<br>• Recognizes people's diverse needs and perspectives (e.g. language differences, cultural differences, disabilities and personal family circumstances).<br>• Recognizes individuals' achievements, knowledge and capabilities.<br>• Listens to people's needs.<br>• Monitors the work environment, successfully identifies underlying issues that impact negatively on people and takes appropriate action. | • Effectively promotes a respectful and positive work environment where individuals and groups are recognized for their contributions and diversity of opinions.<br>• Coaches/advises others (e.g. dealing with ethical dilemmas, displaying sensitivity to diversity and diverse needs in all dealings and relationships, and in maintaining fairness, consistency and equity).<br>• Challenges current organizational behaviours and methods of operating, if required, to encourage and promote fairness, equity, trust and respect. | • Sets direction in terms of ethical standards and values for the organization.<br>• Effectively promotes an environment of fairness, equity, consistency and trust in all dealings and relationships, internal and external to NRC. |
| **Proficiency Levels** | | **Supervisor & GL**<br>**Director & DG** | **Executive** |

## Manager/Supervisor Cluster: Behavioural Competency Profile

**Developing others:** *Developing others by providing a supportive growth environment and by coaching and mentoring.*

| *Underlying notion* | Level 1<br>***Shares expertise with others*** | Level 2<br>***Supports individual development*** | Level 3<br>***Empowers others to self-develop*** | Level 4<br>***Creates a continuous learning environment*** |
|---|---|---|---|---|
| | • Regularly shares expertise with team members to support continuous learning and improvement.<br>• Advises, guides and coaches others by discussing how to handle anticipated or real concerns and by sharing experiences. | • Creates a supportive environment for team members to be self-directed and responsible for own assessment and learning.<br>• Effectively works with employees and teams to define realistic yet challenging work goals.<br>• Provides performance feedback and support, reinforcing strengths and identifying areas of improvement.<br>• Encourages staff to develop and apply their skills.<br>• Effectively promotes an environment for team members to learn from each other and their experiences.<br>• Engages in development and career planning discussions with employees.<br>• Recommends and/or provides coaching, assignments, training, and other development opportunities to encourage high performance among staff.<br>• Encourages team members to develop learning and career plans and follows-up to guide development and measure progress. | • Ensures that resources and time are available in order to undertake development activities.<br>• Provides supportive tools and opportunities for development.<br>• Ensures that all employees have equitable access to development opportunities.<br>• Effectively plans for human resource expertise to ensure full complement of capability on team.<br>• Institutes organization-wide mechanisms and processes to promote and support continuous learning and improvement. | • Creates an environment within area of responsibility that fosters and values ongoing learning. |
| **Proficiency Levels** | | **Supervisor & GL** | **Director & DG** | **Executive** |

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# Manager/Supervisor Cluster: Behavioural Competency Profile

**Organizational / Environmental Awareness:** *Understanding the workings, structure and culture of the organization as well as the political, social and economic climate in which the organization operates.*

| *Underlying notion* | Level 1<br>***Understands formal structure*** | Level 2<br>***Understands informal structure and culture*** | Level 3<br>***Understands organizational politics, issues and external influences*** | Level 4<br>***Understands and operates effectively in a broad spectrum of political, cultural and social milieu*** |
|---|---|---|---|---|
|  | • Recognizes and uses formal structure, rules, processes, methods or operations to accomplish work.<br>• Demonstrates understanding of the general environment within which the institute, branch or program operates. | • Has a good understanding of the unwritten informal structure, culture, unspoken organizational limitations and ways of operating, and works effectively within and through these to accomplish goals (may apply within NRC and/or in dealing with clients, stakeholders or partners).<br>• Effectively uses both formal and informal channels, including networking, for acquiring information, assistance and accomplishing work goals.<br>• Understands issues and culture, both within and external to NRC.<br>• Quickly understands and adapts to varying cultures and circumstances.<br>• Effectively uses understanding of power relationships, issues and culture to anticipate impacts or outcomes, frame communication, develop strategy, positions, networks, partnerships and alliances to achieve organizational goals and/or "win-win" outcomes. | • Anticipates issues, challenges and outcomes and effectively operates to best position NRC.<br>• Seeks to change culture and methods of operating, if counterproductive to the success of the organization. | • Demonstrates broad understanding of political, social and economic context within which NRC operates.<br>• Operates successfully in a variety of social, political and cultural milieus. |

| | | | |
|---|---|---|---|
| **Proficiency Levels** | **Supervisor, GL & Director** | **DG** | **Executive** |

# Manager/Supervisor Cluster: Behavioural Competency Profile

**Partnering:** *Seeking and building internal / external alliances, collaborations and services with or for clients to advance NRC business relationships, as well as knowledge, innovation and economic development.*

| ***Underlying notion*** | Level 1<br>***Operates effectively within partnerships*** | Level 2<br>***Manages existing partnerships*** | Level 3<br>***Seeks out partnership opportunities*** | Level 4<br>***Facilitates partnerships*** | Level 5<br>***Sets strategic direction for partnering*** |
|---|---|---|---|---|---|
| | • Communicates openly, builds trust and treats partners fairly, ethically and as valued allies.<br>• Meets partner/client needs by responding to requests efficiently and effectively. | • Manages existing partnerships within established agreements/contracts.<br>• Monitors partnership/client arrangements to ensure that the objectives and expectations of the partnership remain on target.<br>• Identifies benefits for partner/client and looks for ways to add value to partner/client.<br>• Develops creative and innovative ways of meeting partner/client needs.<br>• Recognizes when adjustments to partnering/client arrangements may be required for the benefits of NRC and/or the partner.<br>• Negotiates adjustments to partnership/client arrangements, as required. | • Identifies and creates opportunities to partner through networking, participating in multi-stakeholder groups etc.<br>• Initiates partnership arrangements/alliances that promote organizational objectives.<br>• Assesses the value of entering into partner/client relationships in terms of both short and long term return on investment.<br>• Actively participates in the negotiation of new partnerships/alliances that are mutually beneficial to NRC as well as the Canadian S&T and business communities.<br>• Coaches others on how to develop proposals and work plans for effective partner arrangements.<br>• Finds the "flexibility within the rules" to eliminate obstacles to partnership arrangements. | • Provides advice and direction on the types of partner/lient relationships to pursue, as well as ground rules for effective partner/client relationships.<br>• Supports staff in taking calculated risks in partner/client relationships.<br>• Intervenes, as necessary to assist others, to address issues or resolves problems surrounding partnerships.<br>• Communicates achievements and lessons learned from different partnering arrangements (i.e. to promote ongoing improvement). | • Provides strategic direction on the value and types of partnering arrangements that the organization should be pursuing.<br>• Sets up an infrastructure that supports effective partnerships (e.g. principles and frameworks for assessing the value of partnerships; expert assistance in aspects of partnering).<br>• Seeks and supports creative ways to partner to promote innovation and economic benefit to Canada.<br>• Profiles excellent examples of partnering throughout the organization.<br>• Promotes/provides structured learning programs aimed at giving staff the necessary skills/competencies to engage in effective partnership arrangements. |

| | | | | |
|---|---|---|---|---|
| **Proficiency Levels** | **Supervisor** | **GL & Director** | **DG** | **Executive** |

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## Manager/Supervisor Cluster: Behavioural Competency Profile

**Business Understanding:** *Setting direction and operating in keeping with an understanding of the industry or economic sector, market dynamics and priorities, and NRC's role in regional and national systems of innovation.*

| *Underlying notion* | Level 1<br>***Understands business practices and etiquette*** | Level 2<br>***Applies sound and appropriate business principles*** | Level 3<br>***Understands business sectors*** | Level 4<br>***Positions NRC within the market context*** |
|---|---|---|---|---|
|  | • Follows appropriate business/professional practices. | • Applies knowledge of the industry/sector priorities, dynamics and operational details to make decisions, including those involving risk.<br>• Strives for the best return on investments and to maximize the benefits for NRC and clients (e.g. through sound negotiating, identifying business/professional opportunities).<br>• Enters into business/ professional relationships that are equitable and beneficial for the parties involved. | • Continually gathers information about the current and future market and/or trends within the professional/business area.<br>• Maintains and develops an effective network of professional and business contacts that provides professional/market information and intelligence.<br>• Identifies opportunities to invest in, develop and promote NRC property, efforts and products.<br>• Establishes an effective network of "subject matter experts" to augment own business knowledge.<br>• Accesses network to seek advice and guidance on business issues.<br>• Acts to influence the market by promoting NRC innovations and their value to the economic and social well being of Canada. | • Understands and effectively anticipates the needs and potential direction of science and technology in the marketplace.<br>• Understands and values the worth of NRC's intellectual property, development efforts and products.<br>• Adapts NRC/Institutes'/the function's priorities and direction to the changing market demands. |

|  |  |  |  |  |
|---|---|---|---|---|
| **Proficiency Levels** |  | **Supervisor & GL** | **Director & DG** | **Executive** |

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## Manager/Supervisor Cluster: Behavioural Competency Profile

**Client Focus:** *Bringing excellence to internal or external clients by focusing efforts on discovering and meeting their needs.*

| *Underlying notion* | Level 1<br>*Responds to client requests* | Level 2<br>*Builds positive client relations* | Level 3<br>*Evaluates and adapts to client needs* | Level 4<br>*Fosters a client-focused culture* |
|---|---|---|---|---|
| | • Meets client needs by responding to multiple requests efficiently, and effectively.<br>• Satisfies client and organizational expectations.<br>• Remains professional, helpful and responsive to needs. | • Helps clients to clearly define their needs/objectives.<br>• Identifies benefits for the clients, looks for ways to add value.<br>• Contacts clients to follow up on services, solutions or products to ensure that their needs have been correctly and effectively met.<br>• Maintains ongoing communications with clients to anticipate and prevent potential problems.<br>• Seeks to understand issues from the client's perspectives.<br>• Seeks out/anticipates future opportunities and client needs.<br>• Keeps clients up-to-date with decisions information and decisions that affect them. | • Regularly, proactively and systematically contacts clients or prospective clients to determine their needs.<br>• Strategically and systematically evaluates opportunities within a sector, field or area.<br>• Helps clients match their needs with existing services, solutions or products.<br>• Implements effective mechanisms to deliver services, solutions and products.<br>• Seeks out and involves clients or prospective clients in assessing service, solutions or products to determine ways to improve service.<br>• Adapts services, products or solutions to meet client needs. | • Recommends/determines strategic business direction to meet projected needs.<br>• Influences clients/the market by promoting innovations and their value to the client.<br>• Influences products, services or solutions being developed by identifying market opportunities.<br>• Develops creative and innovative ways of meeting needs of the clients. |

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|---|---|---|---|---|
| **Proficiency Levels** | | **Supervisor & GL** | **Director & DG** | **Executive** |

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## Manager/Supervisor Cluster: Behavioural Competency Profile

**Results Orientation:** *Focusing efforts on achieving quality results consistent with the NRC vision.*

| ***Underlying notion*** | Level 1<br>***Stays focused on results*** | Level 2<br>***Seeks to improve personal performance*** | Level 3<br>***Seeks to improve organizational performance*** | Level 4<br>***Sets and models behavioural performance standards*** |
|---|---|---|---|---|
| | • Promptly and efficiently completes work assignments.<br>• Aligns personal work with team/unit goals.<br>• Stays focused on goals despite obstacles and disruptions.<br>• Continually compares work performance and outcomes against standards.<br>• Identifies and takes the best possible advantage of opportunities as they arise within the context of available resources.<br>• Explores the accepted boundaries of risk within the organization. | • Sets challenging yet realistic goals in line with team/unit goals.<br>• Looks for innovative ways to improve personal efficiency, stretch budget and save resources.<br>• Seeks feedback from others on ways to improve one's performance.<br>• Anticipates, identifies and effectively deals with problems or risks.<br>• Plans for contingencies to deal with unexpected events or setbacks.<br>• Develops plan to structure work and manage the realization of projects/initiatives.<br>• Assesses and operates within the acceptable boundaries of risk to the organization.<br>• Regularly evaluates own work performance to identify ways to improve it. | • Uses appropriate tools, methods and criteria, regularly evaluates work processes, services, deliverables or programs.<br>• Challenges inefficient/ ineffective work processes and offers constructive alternatives.<br>• Solicits and/or provides information that could affect the planning, programs and decision making for the organization.<br>• Seeks to expand the acceptable boundaries of risk to the organization.<br>• Recommends or determines strategic or long-term direction for the organization.<br>• Establishes effective organizational methods for assigning, managing and tracking work. | • Sets the expected standards and criteria for measuring success.<br>• Delivers a clear message on the standards expected.<br>• Serves as a model for the standards expected.<br>• Recognizes employees, teams and groups who are examples of excellence for the organization.<br>• Provides guidance on the organizational tolerance for risk. |
| **Proficiency Levels** | | **Supervisor , GL & Director** | **DG** | **Executive** |

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# Manager/Supervisor Cluster: Behavioural Competency Profile

**Teamwork:** *Demonstrating effective interpersonal skills and working cooperatively and effectively within and across organizational units to achieve common goals.*

| *Underlying notion* | Level 1<br>*Participates as a team member* | Level 2<br>*Fosters teamwork* | Level 3<br>*Demonstrates leadership in teams* | Level 4<br>*Creates and fosters a culture of teamwork* |
|---|---|---|---|---|
| | • Assumes personal responsibilities and follows up on commitments.<br>• Promotes team goals.<br>• Seeks others' input and involvement and listens to their viewpoints.<br>• Deals honestly and fairly with others, showing consideration and respect. | • Looks for opportunities to work with other groups or organizational areas.<br>• Initiates collaboration on projects or methods of operating.<br>• Involves team members in decision making.<br>• Discusses with team members those problems or issues that could impact on results.<br>• Communicates expectations for teamwork and collaboration.<br>• Gives credit and acknowledges contributions and efforts of individuals to team effectiveness.<br>• Involves team members in addressing issues/problems that lead to isolation or conflict. | • Structures teams for maximum effectiveness taking into account members' skills, interests and concerns.<br>• Assigns and communicates roles, accountabilities and authorities to maximize team effectiveness.<br>• Demonstrates flexibility in team leadership style and decision-making strategies to deal effectively with different situations.<br>• Deals with team issues in a considered and timely manner.<br>• Develops methods and means for maximizing the input and involvement of team members.<br>• Recognizes work capacity limitations in others (i.e. team members, organizational units) and takes steps to clarify or modify priorities, reduce or reassign work, introduce time saving efficiencies.<br>• Coaches or advises team members on how to resolve differences or deal with conflicts to achieve mutually beneficial outcomes. | • Creates and promotes a culture and environment that fosters highly effective teams (e.g. breaks down historical barriers).<br>• Establishes reward and recognition mechanisms and structures that promote effective teamwork.<br>• Models behaviours that maximize group participation by consulting, listening and communicating.<br>• Coaches others on how to deal with or leverage conflict to achieve to the extent possible "win-win" outcomes. |

| | | |
|---|---|---|
| **Proficiency Levels** | **Supervisor & GL** | **Director, DG & Executive** |

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# Manager/Supervisor Cluster: Behavioural Competency Profile

**Self-knowing and self-development:** *Assessing strengths and weaknesses and engaging in ongoing self-development and improvement; maintaining effectiveness in the face of change or ambiguity.*

| *Underlying notion* | Level 1<br>***Self-assesses and monitors oneself to maintain personal effectiveness*** | Level 2<br>***Seeks to improve and maintain personal effectiveness in high demand situations*** | Level 3<br>***Impacts on effectiveness of others*** |
|---|---|---|---|
|  | • Sets priorities and balances multiple tasks to meet commitments.<br>• Seeks to balance work responsibilities and personal life commitments.<br>• Recognizes and seeks to close gaps in knowledge and skills through self-learning, and/or seeking assistance, advice or coaching.<br>• Continually self-assesses and seeks feedback from others to identify strengths and weaknesses and ways of improving oneself.<br>• Continually applies new knowledge and learning to improve job performance.<br>• Takes advantage of learning opportunities. | • Recognizes personal work capacity and limitations, and manages work accordingly (e.g. delegate, modify priorities).<br>• Maintains effectiveness, self-control and a professional attitude when challenged or in situations that are ambiguous or beyond one's control.<br>• Actively pursues self-development on an ongoing basis (technically and personally).<br>• Designs personal learning objectives based on anticipated future needs of the work unit, institute and NRC.<br>• Uses change as an opportunity to develop new skills and knowledge.<br>• Sets challenging goals and standards of excellence for self.<br>• Strives to continue to meet commitments in high demand circumstances. | • Maintains effective judgments, decision-making and responds constructively towards others in high demand, difficult or stressful periods or situations.<br>• Remains energized, enthusiastic and confident in the face of difficult and prolonged work demands. |

| | |
|---|---|
| **Proficiency Levels** | **Supervisor, GL, Director, DG & Executive** |

# Technology Extension – Behavioural Competency Proficiency Levels

***Librarians***

| Competency | Competency Proficiency Level | | |
|---|---|---|---|
| | Entry | Working | Mastery |
| **Results Orientation:** *Focusing efforts on achieving quality results consistent with the NRC vision.* | 1 | 1 | |
| **Conceptual & Analytical Ability:** *Understanding, analyzing, synthesizing and relating complex information and abstract variables; drawing logical conclusions and/or providing reasonable and creative alternatives.* | 1 | 2 | |
| **Teamwork:** *Demonstrating effective interpersonal skills and working cooperatively and effectively within and across organizational units to achieve common goals.* | 2 | 4 | |
| **Business Understanding** : *Setting direction and operating in keeping with an understanding of the industry or economic sector, market dynamics and priorities, and NRC's role in regional and national systems of innovation.* | 1 | 2 | |
| **Client Focus:** *Bringing excellence to internal or external clients by focusing efforts on discovering and meeting their needs.* | 2 | 3 | |
| **Networking**: *Cultivating a network of contacts as sources of information, advice and support.* | 1 | 2 | |
| **Partnering:** *Seeking and building internal / external alliances, collaborations and services with or for clients to advance NRC business relationships, as well as knowledge, innovation and economic development.* | 1 | 2 | |
| **Communication:** *Openly communicating in a compelling, honest, persuasive and articulate manner, ensuring the message is clear, understood and consistent with NRC objectives.* | 1 | 2 | |
| **Self-knowing and self-development:** *Assessing strengths and weaknesses and engaging in ongoing self-development and improvement; maintaining effectiveness in the face of change or ambiguity.* | 1 | 2 | |

**Entry** – The individual who is at an early stage in their career or is at a junior level in the role and is continuing to develop.
**Working** – The individual who is operating at a fully competent level in the role.
**Mastery** – The individual who is seen as a master or role model.

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## Technology Extension – Behavioural Competency Proficiency Levels

### *Industry Technical Advisors (ITAs), Business Development Officers (BDOs) & Business Relations, IRC Codes and CCMC*

| Competency | Competency Proficiency Level | | |
|---|---|---|---|
| | Entry | Working | Mastery |
| **Results Orientation:** *Focusing efforts on achieving quality results consistent with the NRC vision.* | 1 | 2 | 3 |
| **Conceptual & Analytical Ability:** *Understanding, analyzing, synthesizing and relating complex information and abstract variables; drawing logical conclusions and/or providing reasonable and creative alternatives.* | 2 | 3 | 3 |
| **Teamwork:** *Demonstrating effective interpersonal skills and working cooperatively and effectively within and across organizational units to achieve common goals.* | 1 | 3 | 4 |
| **Business Understanding**: *Setting direction and operating in keeping with an understanding of the industry or economic sector, market dynamics and priorities, and NRC's role in regional and national systems of innovation.* | 2<br>(1*)<br>(3**) | 3 | 4 |
| **Client Focus:** *Bringing excellence to internal or external clients by focusing efforts on discovering and meeting their needs.* | 2 | 3 | 4 |
| **Networking**: *Cultivating a network of contacts as sources of information, advice and support.* | 1 | 2 | 3 |
| **Partnering:** *Seeking and building internal / external alliances, collaborations and services with or for clients to advance NRC business relationships, as well as knowledge, innovation and economic development.* | 1 | 3 | 4 |
| **Communication:** *Openly communicating in a compelling, honest, persuasive and articulate manner, ensuring the message is clear, understood and consistent with NRC objectives.* | 2 | 3 | 4 |
| **Self-knowing and self-development:** *Assessing strengths and weaknesses and engaging in ongoing self-development and improvement; maintaining effectiveness in the face of change or ambiguity.* | 1 | 2 | 3 |

* IRC Codes and CCMC only
** Business Relations

**Entry** – The individual who is at an early stage in their career or is at a junior level in the role and is continuing to develop.
**Working** – The individual who is operating at a fully competent level in the role.
**Mastery** – The individual who is seen as a master or role model.

16 February 2000

## Collection Development Competencies for the Iowa State University Library

This document outlines a set of basic competency statements for bibliographers. Examples of activities for developing and demonstrating each competency are included. The competencies listed here are general enough to apply to all bibliographers of the Iowa State University Library, but are specific enough to direct faculty development plans for individual bibliographers and their supervisors. They represent a baseline for untenured faculty bibliographers to move toward in the collection development portion of their professional practice; tenured faculty bibliographers are expected to continue to develop their skills beyond this level. Many of the practical examples given would apply to any bibliographer in an academic library; others are specific to the context of collection development at the Iowa State University Library.

This set of competencies and examples was developed during Fall Semester 2001 by the members of the Bibliographer Competencies Task Force: Jan Fryer, Jeff Kushkowski, Diana Shonrock, and Kris Stacy-Bates, chair. Some of the practical examples given are specific to the context of the time and should be updated regularly.

### Competencies for Each Iowa State University Library Bibliographer:

### I. Internalizes the ethical, legal and cultural issues affecting the Library as a community and organization.

*Practical Examples:*

1. Is knowledgeable of the Library's position within the university governance structure.
2. Knows the role of collection development activities in relation to the mission and values of the Library.
3. Knows the Library's organizational goals and objectives and the role of collection development activities in accomplishing these ends.
4. Is able to verbalize the place of collection development in the Library's organizational structure.
5. Is knowledgeable of the principles concerning censorship as they relate to collection development.
6. Applies the principles of intellectual freedom to collection development activities as the need arises.
7. Is aware of the legal and ethical implications of copyright.
8. Is cognizant of the implications of the Library Code of Ethics in collection development activities.

## II. Engages in planning that facilitates effective time management and skill development.

*Practical Examples:*

1. Sets priorities, creates plans, and establishes a schedule for collection development activities.
2. Reevaluates levels of competency as a bibliographer and learns or develops new skills as needed.
3. Develops an annual plan for each subject area that identifies major activities to be accomplished.

## III. Uses relevant Library collection development policies and strategic plans as criteria for selecting library materials.

*Practical Examples:*

1. Is able to apply the portions of the University and Library strategic plans that affect collection development in assigned subject areas.
2. Recognizes the general strengths and weaknesses of the Library's collection.
3. Anticipates changes to the University's curriculum and programs that might affect collection development.
4. Understands and is able to employ the Library's general collection development policy as well as individual policies for assigned subject areas.
5. Writes and updates relevant subject-based collection development policies as needed to accommodate curriculum revisions and other changes.
6. Knows the call number ranges for assigned subject funds and adapts these when appropriate.
7. Is cognizant of cooperative collection agreements between the Iowa State University Library and other libraries.

## IV. Updates and applies knowledge of assigned subject areas on a continual basis.

*Practical Examples:*

1. Masters the subject knowledge needed to critically evaluate materials and resources.
2. Stays up to date on issues related to scholarly communication in relevant discipline(s).
3. Keeps informed of new library resources available on the market.
4. Knows sources in the discipline(s) which are useful to selection decisions.
5. Demonstrates knowledge of major research methodologies within the

field(s).
6. Is proficient in the use of electronic products in the relevant discipline(s).
7. Uses opportunities for networking to share and expand knowledge.

V. **Demonstrates knowledge of the Library's processes for selection and review of new materials, review of approval books, deselection and weeding of obsolete materials, and conservation and preservation of the Library's collections.**

*Practical Examples:*
1. Follows established procedures for adding tangible works to the collection including gifts, serials, etc.
2. Is able to follow the procedures for evaluating, selecting, and acquiring new electronic products.
3. Uses appropriate selection tools, e.g. GOBI, EBSCONET, Horizon Sunrise, Ulrichs, and publisher's catalogs, to identify and verify works to be added to the collection.
4. Develops a regular pattern for reviewing new materials.
5. Makes selection decisions that reflect the most appropriate choice of format.
6. Masters the skills needed to review serial holdings and to cancel or add subscriptions as appropriate.
7. Is conversant with the Library's deselection/weeding policy and procedures.
8. Demonstrates knowledge of the interdependence of selection and deselection.
9. Includes deselection activities in long-term plans.
10. Is able to articulate the preservation policies and priorities of the Library.
11. Is cognizant of the role collection evaluation plays in the preservation cycle.
12. Is aware of the options for making preservation decisions.
13. Knows and understands the patrons' needs for access to the collections.

VI. **Understands and works within the budgeting process for collection development in the Library.**

*Practical Examples:*
1. Uses GOBI to monitor approval spending and determine availability of monographs for purchase.
2. Uses EBSCONET to track costs of serials and format alternatives.
3. Uses Horizon Sunrise reports to monitor budget lines and adjust spending patterns.
4. Works cooperatively with other bibliographers where budget issues for respective collecting areas coincide.

5. Is aware of the processes by which budget lines are allocated at various levels, i.e. University, Library and Bibliographers.
6. Is aware of the areas that affect budget disbursements, e.g. requests for adjustments, gifts, special project allocations, and deadlines.

### VII. **Works with the Library's internal organization to accomplish common goals and objectives.**

*Practical Examples:*

1. Learns about other units in the organization and how they interact.
2. Uses contacts in the other library departments/units to facilitate materials acquisitions, e.g. purchases, gifts, transfers, and ILL.
3. Follows established Library procedures and protocols, e.g., those for ordering, acquiring and transferring library materials.
4. Identifies gaps in own knowledge of the library organization and asks questions!
5. Cooperates with other bibliographers, reading rooms and branches on campus.
6. Employs the services of the Collections Office staff to maximize productivity in collection development activities.

### VIII. **Communicates effectively with liaisons, departmental faculty, other patrons and potential patrons, and others within the Library.**

*Practical Examples:*

1. Maintains regular contact with liaisons and departmental faculty.
2. Involves departmental faculty in collection management projects, e.g. solicits their input for materials purchases, weeding projects, and serials subscriptions.
3. Is aware of new courses or programs in subject areas.
4. Contacts faculty regarding their research interests.
5. Addresses user concerns and conveys them to the Collections Officer when appropriate.
6. Understands the boundaries of what is communicated within the Library and outside the Library.
7. Informs users (Library staff, students, faculty, University staff) of new products and services.
8. Uses appropriate technology to acquire, organize and disseminate information.
9. Consult, consult, consult!

IX. **Assesses and evaluates existing collections to guide collection development and management decisions.**

*Practical Examples:*

1. Grasps the importance of representing all sides of information issues.
2. Is able to evaluate potential transfers between sections of the collection, including transfers to Special Collections.
3. Demonstrates knowledge of collection tools and standards available to evaluate the current collection.
4. Masters the skills needed to conduct a collection assessment.
5. Is able to articulate how assessments can provide information to refine a collection.
6. Updates collecting practices when indicated by the results of collection assessments.

INTRANET

## Valeurs fondamentales du service

**L'USAGER** au centre des préoccupations du service

Cette valeur est entièrement dédiée à la satisfaction des besoins documentaires des étudiants, professeurs, chercheurs et autres usagers.

Cela se manifeste par:

- l'accueil et l'écoute
- la compétence
- l'esprit de service
- le sens de la communication
- le réalisme
- la cohérence
- le partenariat

Cette valeur invite à considérer quatre valeurs de service lors de la communication de l'information: la pertinence - la qualité - le temps - la présentation.

En termes de principes de gestion, elle vise à promouvoir le développement de l'autonomie des utilisateurs, à rester à l'affût des besoins de l'enseignement et de la recherche et enfin, à associer le milieu aux orientations et aux politiques de la Bibliothèque.

**Les attentes**

- Satisfaire les demandes d'information avec efficacité et efficience en fonction des quatre valeurs de service
- Contribuer directement ou indirectement à la formation des utilisateurs
- Détecter les besoins et les attentes nouvelles à satisfaire
- Impliquer les clientèles dans les prises de décision qui les concernent

**Les moyens (évaluation/reconnaissance**

- Taux de satisfaction des clientèles
- "Les deux employés de l'année" choisis par les clientèles et le personnel
- Degré d'utilisation autonome des services
- Capacité d'adaptation rapide aux demandes
- Adaptation aux besoins des clientèles

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**MES ACTIONS AU QUOTIDIEN:**

- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________

# Le RESPECT des personnes

Cette valeur consiste à reconnaître que le personnel est l'agent premier de la qualité du service.

Cela se manifeste par:

- la valorisation du personnel
- la reconnaissance
- l'écoute et la considération
- la responsabilisation
- la transparence
- l'équité
- l'environnement sain

En termes de principes de gestion, cette valeur nous amène à pratiquer la communication personnalisée auprès des employés et à leur exprimer clairement nos attentes.

De même, elle invite à mettre à contribution les personnes visées par des décisions et à manifester de la reconnaissance pour la qualité du travail accompli.

**Les attentes**

- Exprimer mes attentes, mes insatisfactions et mes suggestions à mes collègues de travail ou à mes supérieurs et respecter les attentes exprimées
- M'impliquer personnellement dans les décisions ou les préoccupations qui m'affecteront
- Reconnaître l'apport de mes collègues

**Les moyens (évaluation/reconnaissance)**

- Degré de motivation au travail
- Degré d'implication dans son milieu
- Degré de solidarité

**MES ACTIONS AU QUOTIDIEN:**

- ____________________________________________
- ____________________________________________
- ____________________________________________
- ____________________________________________

# L'ESPRIT D'ÉQUIPE

Le succès de la Bibliothèque n'est pas que la somme des efforts individuels mais il résulte plutôt de la convergence des efforts individuels au service de la collectivité.

Cela se manifeste par:

- la convergence des efforts
- la collaboration et l'entraide
- le sens de l'appartenance
- la polyvalence
- l'interdépendance

En terme de principes de gestion, nous devons favoriser le travail en équipe et la formation à cette réalité, le décloisonnement à l'intérieur des unités et la vie sociale au travail.

**Les attentes**

- Participer activement aux équipes ou groupes de travail
- Acquérir les habiletés propres au travail en équipe (comme chef d'équipe ou de groupe de travail et comme participant)
- Reconnaître les priorités et manifester de l'ouverture face à celles-ci
- M'impliquer personnellement dans les activités sociales de mon secteur et de la Bibliothèque

**Les moyens (évaluation/reconnaissance)**

- Rendement des groupes de travail
- Efficacité des réunions
- Degré de collaboration et d'entraide
- Degré d'implication et sentiment d'appartenance

**MES ACTIONS AU QUOTIDIEN:**

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# Le PROGRÈS de la Bibliothèque

Le renouvellement constant des clientèles est facteur de défis nouveaux et de besoins diversifiés. Par ailleurs, le rythme accéléré de développement des technologies de l'information bouleverse nos champs d'expertise. La Bibliothèque doit donc veiller attentivement au progrès de son savoir-faire.

Cela se manifeste par:

- le sens du défi

- la reconnaissance de besoins diversifiés
- l'avancement du savoir-faire
- la créativité et l'innovation
- le développement des compétences
- le sens de la vision

Par leur appui, les gestionnaires doivent susciter et encourager les suggestions ou les initiatives visant l'amélioration des processus ou la solution de nouveaux problèmes. De plus, ils doivent favoriser le développement des compétences et l'enrichissement des tâches.

**Les attentes**

- Évaluer le processus en permanence
- Proposer des améliorations/changements
- Acquérir les nouvelles compétences ou habiletés requises par ma fonction
- Me sentir concerné par le développement de mon secteur et de la Bibliothèque

**Les moyens (évaluation/reconnaissance)**

- Gains de productivité
- Prix "La suggestion de l'année"
- Performance accrue face aux nouveaux défis
- Degré de disponibilité et d'ouverture au changement

**MES ACTIONS AU QUOTIDIEN:**

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Approved 9/3/02, for implementation January 2003

## University Libraries
## University of Nebraska-Lincoln
## August 2002

**Core Competencies**

- Accountability
- Adaptability
- Communication
- Customer/Quality Focus
- Inclusiveness
- Occupational Knowledge/Technology Orientation
- Team Focus
- Leadership
- Problem Solving/Decision Making*

*The University Libraries developed Core Competencies in 1997. This revision incorporates the recently adopted University-wide Core Competencies. Most of the competencies and key behaviors from the original 1997 University Libraries Core Competencies have been incorporated in this 2002 revision. The Core Competency of Problem Solving/Decision Making is unique to the University Libraries and is not included in the University's list of Core Competencies.

### Core Competencies and Key Behaviors

**Accountability** (formerly Ownership/Accountability/Dependability)

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Accepts responsibility for own actions and decisions and demonstrates commitment to accomplish work in an ethical, efficient and cost-effective manner.

*Assistant*

- Continually reviews own work to ensure accuracy, timeliness, completeness and overall quality
- Manages time well. Takes appropriate action to meet challenging goals, schedules, or project needs for assigned activities. Demonstrates logical, systematic approaches to the accomplishments of tasks.
- Expresses ideas for continuous improvement of workflow and activities
- Takes responsibility for self-development. Actively and continuously learns

*Associate*

- Reviews the work of others to ensure accuracy, timeliness, completeness and overall quality
- Plans projects/activities and assigns responsibilities to others. Assesses ways to balance workload
- Efficiently monitors progress on projects by others. Emphasizes the importance of logical, systematic approaches to the accomplishments of tasks.
- Proposes/recommends changes to policy and procedures

*Senior*

- Oversees improvement of library services or programs
- Coordinates changes in library procedures
- Ensures library policies are followed
- Uses appropriate methods to gain acceptance of ideas or plans, especially with individuals over whom no direct control can be exercised
- Formulates objectives; designs and manages resources and processes in anticipation of future educational and organizational changes.

## **Adaptability** (formerly Flexibility/Adaptability)

Adjusts planned work by gathering relevant information and applying critical thinking to address multiple demands and competing priorities in a changing environment.

### *Assistant*

- Adapts readily to changes in policy and procedures
- Identifies problems and reports them to the appropriate person
- Performs wide range of tasks and responds well to changes in direction and priorities
- Demonstrates flexibility in accommodating changes in daily schedule and agreeably works outside of ordinary routine in a fluid environment

### *Associate*

- Takes leading role in implementing change
- Handles and refers difficulties or problems associated with changes in policy and procedures
- Adjusts to changes in priorities, manages a workload that can include work requests from more than one source
- Seeks opportunities to learn about other functions to expand perspectives and overall ability to provide valuable contributions to the library.

### *Senior*

- Helps others adapt to change through training and setting a positive example
- Considers and investigates alternate strategies for accomplishing activities
- Modifies or changes strategies to ensure the best chance of success

## **Communication** (formerly Communication Skills)

Effectively convey information and expresses thoughts and facts. Demonstrates effective use of listening skills and displays openness to other people's ideas and thoughts.

### *Assistant*

- Presents information or data in a format that is efficient and understandable
- Obtains clarification of assignments, as needed
- Writes clearly, logically, and concisely
- Identifies and communicates problems and issues relevant to assigned job duties and methods

### *Associate*

- Articulates aspects or components based on problem identification and problem solving
- Identifies the critical issues to be communicated in complex situations
- Develops recommendations based on trying new things in new ways
- Supports and facilitates cooperation between others

### *Senior*

- Structures discussions, situations, and assignments to encourage creativity
- Constructively manages conflict by looking for areas of common agreement; effectively negotiates and compromises
- Proactively involves other people, groups, departments, functions, and levels to solve problems and achieve results that meet the needs of the whole organization

## **Customer/Quality Focus** (formerly Service Attitude/User Satisfaction)

Anticipates, monitors, and meets the needs of customers and responds to them in an appropriate manner. Demonstrates a personal commitment to identify customer's apparent and underlying needs and continually seeks to provide the highest quality service and product to all customers.

### *Assistant*

- Responds appropriately and in a timely manner to customers' requests
- Refers customers' requests to others as needed
- Builds and maintains a positive rapport with customers

### *Associate*

- Expresses ideas for continuous improvement and producing work of excellent quality
- Takes reasonable risks in satisfying user needs
- Willingly takes action and assumes accountability
- Anticipates user needs and expectations across functions

### *Senior*

- Ensures user needs are consistently satisfied with the highest standards of quality
- Balances expectations and needs of various stakeholders
- Proactively seeks out information needed to satisfy users

## **Inclusiveness** (formerly Interpersonal/Group Skills)

Interacts appropriately with all business and community partners, members of and visitors to the campus community, without regard to individual characteristics. Demonstrates a personal commitment to create a hospitable and welcoming environment. Fosters respect for all individuals and points of view.

### *Assistant*

- Treats all customers and coworkers with respect
- Shows sensitivity toward the needs, perspectives, concerns and opinions of others
- Demonstrates openness to new ideas and supports group decisions and outcomes through actions and communications
- Asks open-ended questions, listens actively, and responds in an open positive manner

### *Associate*

- Displays inclusive behavior; including giving and receiving feedback openly and constructively
- Uses empathy when understanding others needs, perspectives, concerns and opinions
- Suggests and develops ways to improve accommodation of diverse customers
- Integrates new library staff members into the organization and continues to support all staff members in learning and developing their abilities to contribute in an inclusive manner

### *Senior*

- Encourages and utilizes different viewpoints while constructively managing conflict
- Proactively promote organizational diversity including various people, groups, departments, functions, and levels to solve problems and achieve results, which meet the needs of the whole organization.
- Maximizes staff talents and interests
- Effectively manages and develops a diverse, multifunctional workforce while fostering an environment based on fairness and respect

## Occupational Knowledge/Technology Orientation (formerly Expertise and Technical Knowledge)

Demonstrates the appropriate level of proficiency in the principles and practices of one's field or profession. Demonstrates a commitment to continuous improvement, to include understanding and application of technology (hardware, software, equipment and processes).

*Assistant*

- Demonstrate mastery of job skills and necessary applications.
- Learns new skills and builds on experience to adapt to changes in technology.
- Displays willingness to take on more challenging work
- Looks for opportunities to use and expand knowledge, skills and experience

*Associate*

- Offers suggestions for improvement of work processes
- Incorporates knowledge of new technology and implements practical application of technology on the job
- Act as a resource to others; freely and willingly shares new technology with others

*Senior*

- Promotes new technological initiatives
- Stays informed on new practices, trends, developments, and standards in the field by reading journals, attending professional meetings and conferences, holding discussions with experts, etc.
- Involves others in technology decision-making

## Team Focus (formerly Interpersonal/Group Skills)

Works cooperatively and effectively with others to achieve common goals. Participates in building group identity characterized by pride, trust, and commitment.

*Assistant*

- Commits to meeting team objectives
- Participates in group discussions; gives and accepts feedback openly and constructively
- Supports group decisions and outcomes through actions and communications

*Associate*

- Constructively manages conflict by looking for areas of common agreement; effectively negotiates and compromises.
- Acknowledges and praises individual and collective success of the team
- Responds to the requests and needs of other team members

*Senior*

- Proactively involves other people, groups, departments, functions, and levels to solve problems and achieve results that meet the needs of the whole organization.
- Supports group by helping members to learn, develop, and grow in their ability to contribute to results
- Coaches and motivates staff to perform in a manner consistent with team goals
- Establishes partnerships at all levels and across department and functional lines to achieve optimum results.

## Leadership

Communicates the University's vision in ways that gain the support of others. Mentors, motivates and guides others toward goals.

*Assistant*

- Takes, supports, and encourages reasonable risks to meet commitments and strategic objectives
- Fosters an environment based on integrity and high ethical standards
- Creates and takes advantage of opportunities for professional growth and development to enhance performance and multifunctional skills

*Associate*

- Provides appropriate resources and support to help eliminate obstacles and meet or exceed goals
- Develops mutually acceptable solutions
- Creates an atmosphere that accepts failure due to risk-taking and views failures and mistakes as learning opportunities
- Communicates performance feedback in a timely and direct manner

*Senior*

- Envisions future trends and establishes appropriate goals to support changes in priorities or direction
- Facilitates optimal department or unit performance that is in alignment with library vision and strategies
- Encourages others to make good decisions and take ownership in decision making and problem solving, by providing appropriate direction and assistance when necessary
- Coaches, inspires, and empowers teams of people to achieve strategic objectives

## Problem Solving/Decision Making (formerly Analytical Skills/Prob. Solving/Decision Making)

Recognizes patterns, draws logical conclusions, and makes recommendations for action. Uses a well-ordered approach to solving problems and sound judgment in making decisions despite obstacles or resistance.

*Assistant*

- Gathers, utilizes, and interprets relevant information when making decisions.
- Makes decisions that reflect realistic goals and careful consideration of library needs.
- Willingly seeks out information, experts, or resources to creatively resolve issues or develop new ideas.
- Appropriately questions established ways of doing things when choosing a course of action.

*Associate*

- Considers the risk, benefit, and impact of decisions on the present and future library environment before taking action, including cost-reduction and value-enhancement opportunities.
- Identifies multiple variables and relationships in complex problems, anticipating obstacles.
- Identifies and articulates hidden aspects, unseen relationships, or implications of problems, issues, and systems.

*Senior*

- Develops actionable recommendations based on an understanding of various options and trade-offs, indentifying costs, risks, and alternatives.
- Demonstrates the ability and willingness to uphold decisions and defend opinions when necessary.
- Balances reasonable risks against potential gain in making decisions and proposals.

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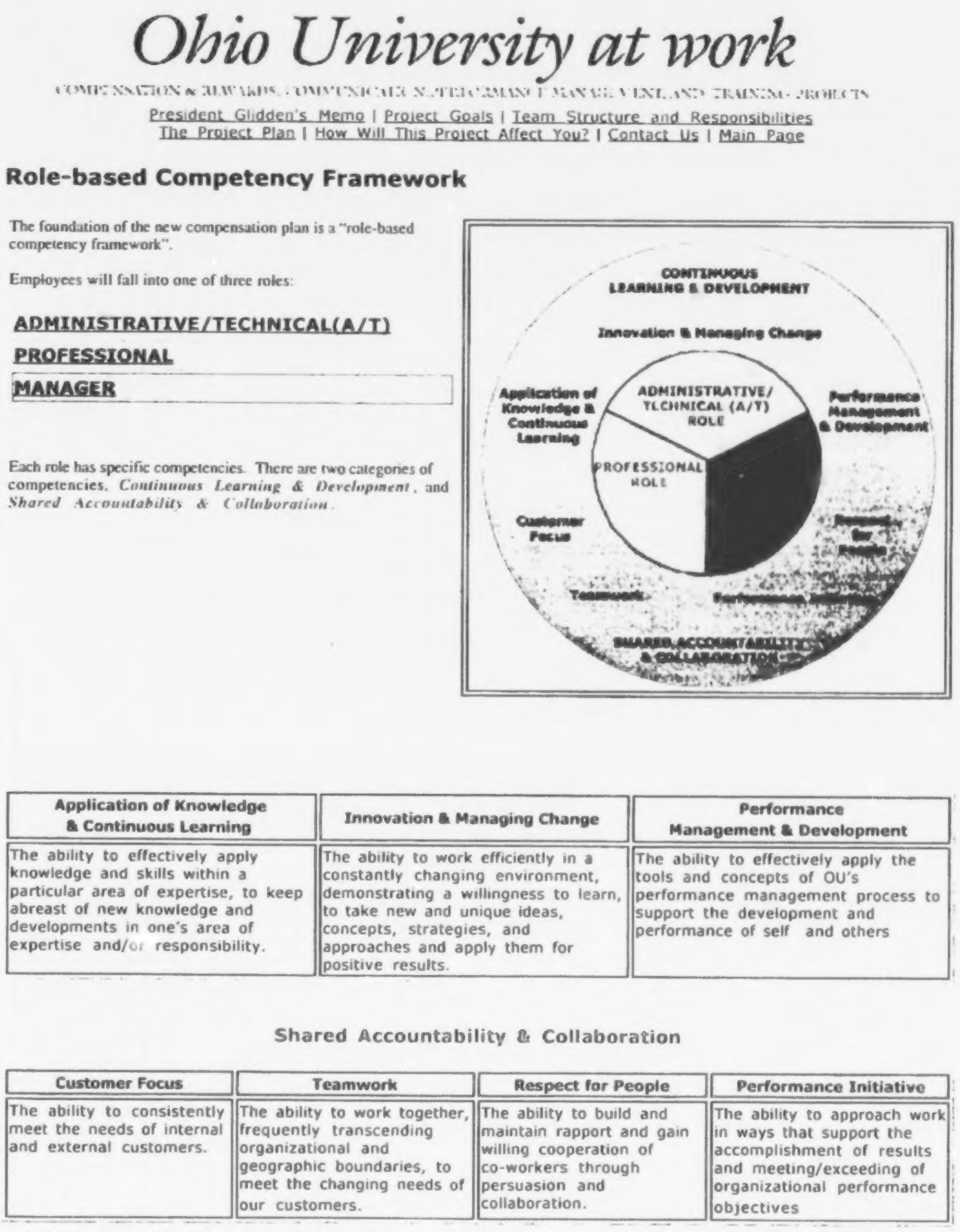
http://www.ohio.edu/comp/Role_Based_Frame.htm



# *Ohio University at work*

COMPENSATION & REWARDS, COMMUNICATION, PERFORMANCE MANAGEMENT, AND TRAINING PROJECTS

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## Role-based Competency Framework

The foundation of the new compensation plan is a "role-based competency framework".

Employees will fall into one of three roles:

**ADMINISTRATIVE/TECHNICAL(A/T)**

**PROFESSIONAL**

**MANAGER**

Each role has specific competencies. There are two categories of competencies, *Continuous Learning & Development*, and *Shared Accountability & Collaboration*.

CONTINUOUS LEARNING & DEVELOPMENT
Innovation & Managing Change
Application of Knowledge & Continuous Learning
ADMINISTRATIVE/ TECHNICAL (A/T) ROLE
Performance Management & Development
PROFESSIONAL ROLE
Customer Focus
Respect for People
Teamwork
Performance Initiative
SHARED ACCOUNTABILITY & COLLABORATION

| Application of Knowledge & Continuous Learning | Innovation & Managing Change | Performance Management & Development |
|---|---|---|
| The ability to effectively apply knowledge and skills within a particular area of expertise, to keep abreast of new knowledge and developments in one's area of expertise and/or responsibility. | The ability to work efficiently in a constantly changing environment, demonstrating a willingness to learn, to take new and unique ideas, concepts, strategies, and approaches and apply them for positive results. | The ability to effectively apply the tools and concepts of OU's performance management process to support the development and performance of self and others |

### Shared Accountability & Collaboration

| Customer Focus | Teamwork | Respect for People | Performance Initiative |
|---|---|---|---|
| The ability to consistently meet the needs of internal and external customers. | The ability to work together, frequently transcending organizational and geographic boundaries, to meet the changing needs of our customers. | The ability to build and maintain rapport and gain willing cooperation of co-workers through persuasion and collaboration. | The ability to approach work in ways that support the accomplishment of results and meeting/exceeding of organizational performance objectives |

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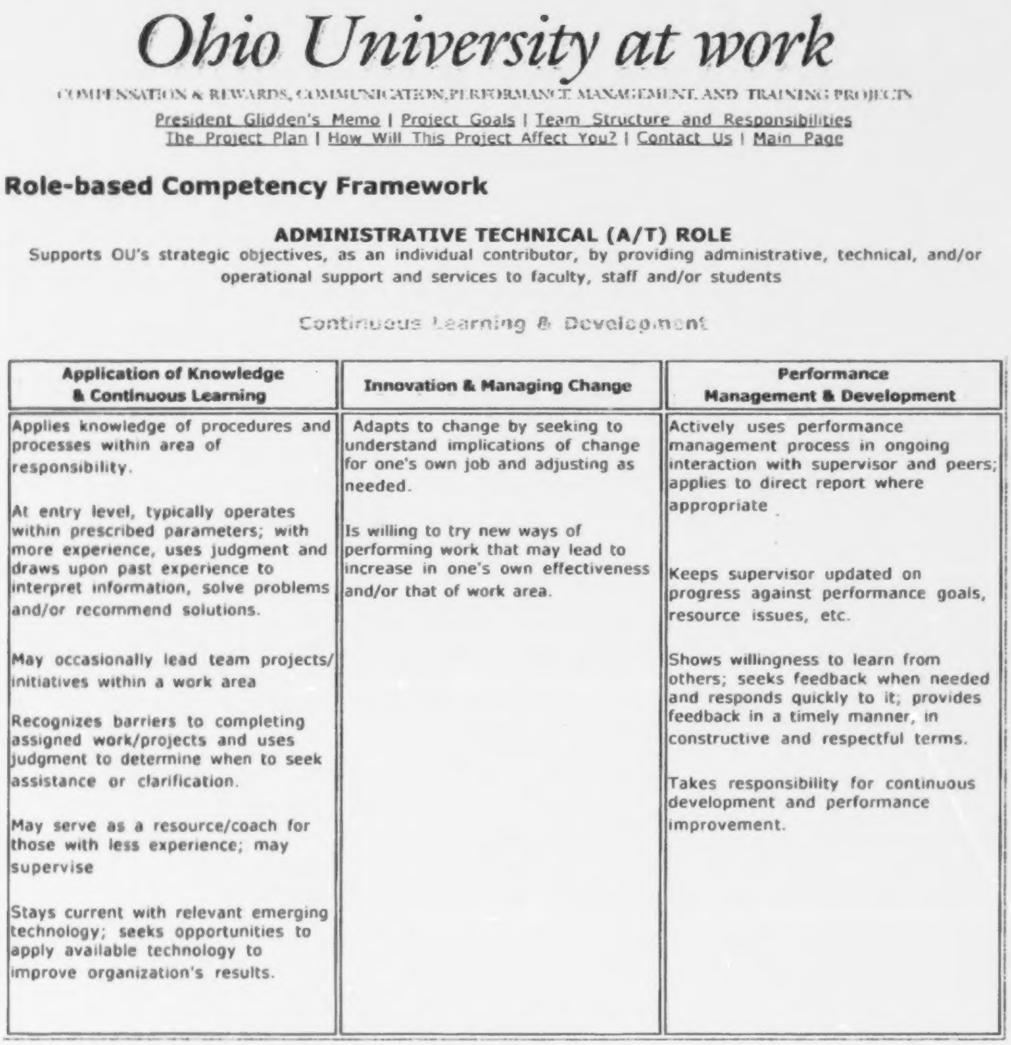

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## Role-based Competency Framework

### ADMINISTRATIVE TECHNICAL (A/T) ROLE

Supports OU's strategic objectives, as an individual contributor, by providing administrative, technical, and/or operational support and services to faculty, staff and/or students

Continuous Learning & Development

| Application of Knowledge & Continuous Learning | Innovation & Managing Change | Performance Management & Development |
|---|---|---|
| Applies knowledge of procedures and processes within area of responsibility.<br>At entry level, typically operates within prescribed parameters; with more experience, uses judgment and draws upon past experience to interpret information, solve problems and/or recommend solutions.<br>May occasionally lead team projects/ initiatives within a work area<br>Recognizes barriers to completing assigned work/projects and uses judgment to determine when to seek assistance or clarification.<br>May serve as a resource/coach for those with less experience; may supervise<br>Stays current with relevant emerging technology; seeks opportunities to apply available technology to improve organization's results. | Adapts to change by seeking to understand implications of change for one's own job and adjusting as needed.<br>Is willing to try new ways of performing work that may lead to increase in one's own effectiveness and/or that of work area. | Actively uses performance management process in ongoing interaction with supervisor and peers; applies to direct report where appropriate<br>Keeps supervisor updated on progress against performance goals, resource issues, etc.<br>Shows willingness to learn from others; seeks feedback when needed and responds quickly to it; provides feedback in a timely manner, in constructive and respectful terms.<br>Takes responsibility for continuous development and performance improvement. |

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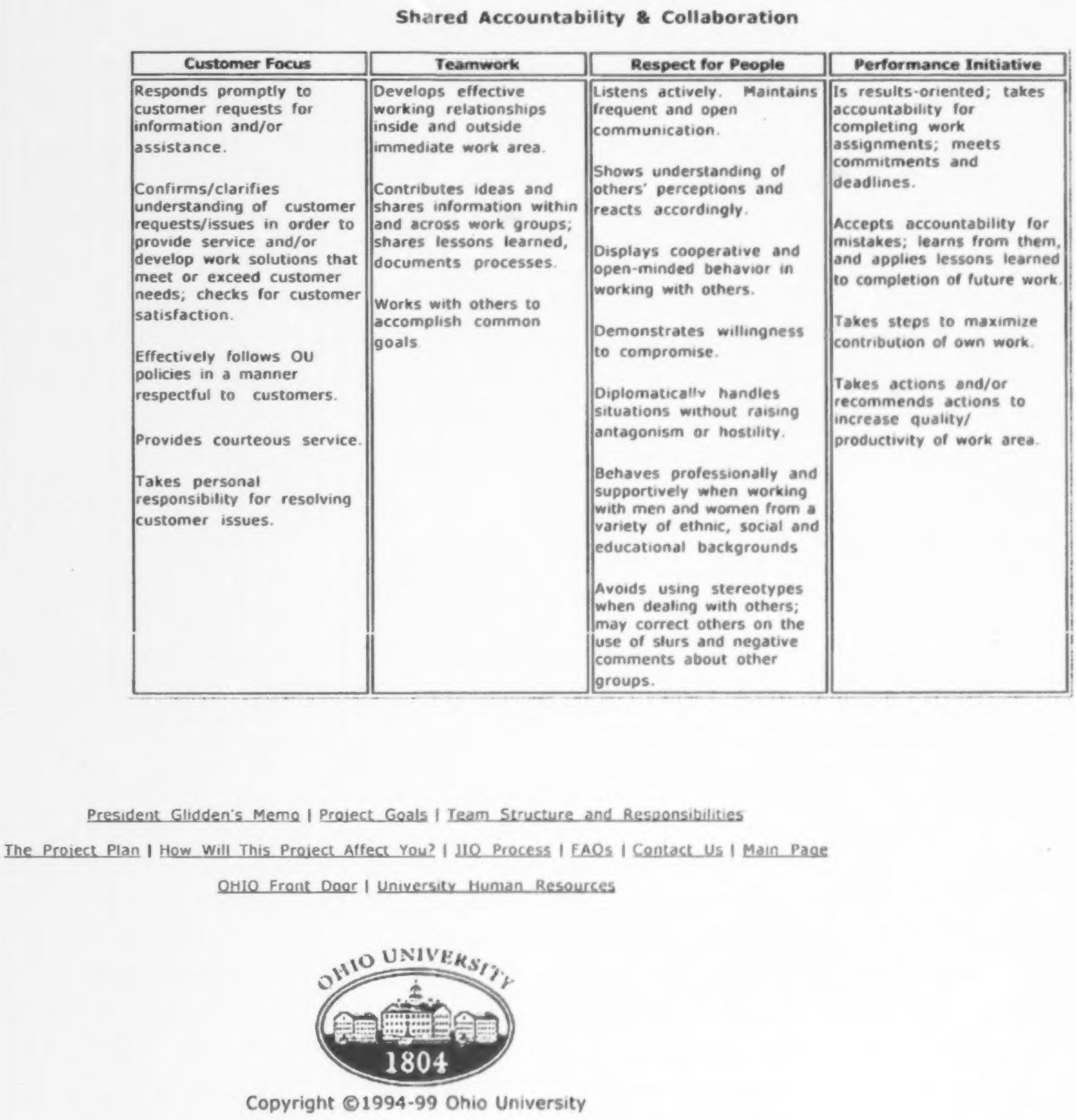

**Shared Accountability & Collaboration**

| Customer Focus | Teamwork | Respect for People | Performance Initiative |
|---|---|---|---|
| Responds promptly to customer requests for information and/or assistance.<br>Confirms/clarifies understanding of customer requests/issues in order to provide service and/or develop work solutions that meet or exceed customer needs; checks for customer satisfaction.<br>Effectively follows OU policies in a manner respectful to customers.<br>Provides courteous service.<br>Takes personal responsibility for resolving customer issues. | Develops effective working relationships inside and outside immediate work area.<br>Contributes ideas and shares information within and across work groups; shares lessons learned, documents processes.<br>Works with others to accomplish common goals. | Listens actively. Maintains frequent and open communication.<br>Shows understanding of others' perceptions and reacts accordingly.<br>Displays cooperative and open-minded behavior in working with others.<br>Demonstrates willingness to compromise.<br>Diplomatically handles situations without raising antagonism or hostility.<br>Behaves professionally and supportively when working with men and women from a variety of ethnic, social and educational backgrounds<br>Avoids using stereotypes when dealing with others; may correct others on the use of slurs and negative comments about other groups. | Is results-oriented; takes accountability for completing work assignments; meets commitments and deadlines.<br>Accepts accountability for mistakes; learns from them, and applies lessons learned to completion of future work.<br>Takes steps to maximize contribution of own work.<br>Takes actions and/or recommends actions to increase quality/ productivity of work area. |

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## Role-based Competency Framework

### PROFESSIONAL ROLE

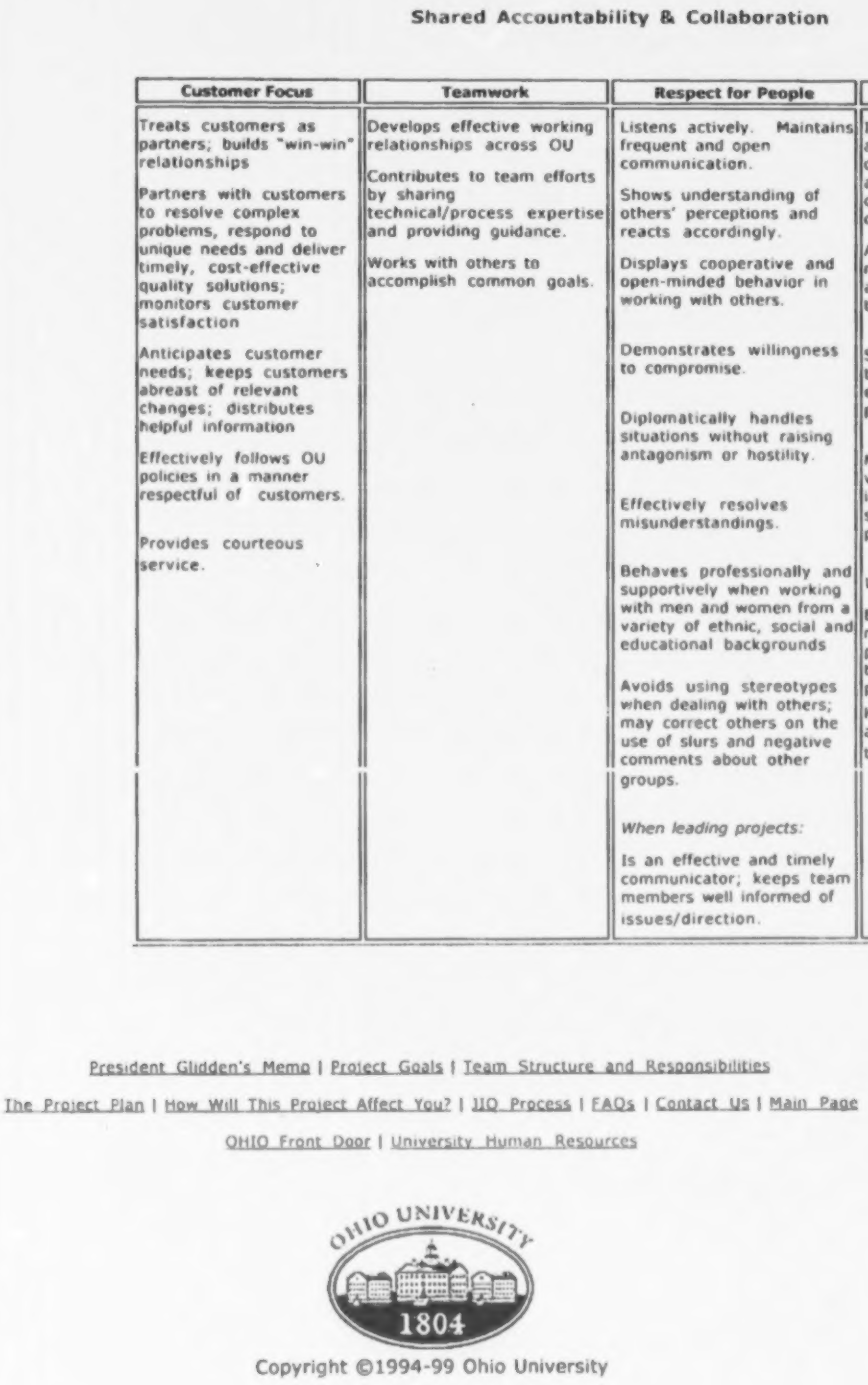
Supports OU's strategic objectives, as an individual contributor, by applying professional knowledge and expertise to deliver services and support to internal and external customers

Continuous Learning & Development

| Application of Knowledge & Continuous Learning | Innovation & Managing Change | Performance Management & Development |
|---|---|---|
| Applies knowledge and expertise, analytical skills, creative thinking and business acumen to best meet customer needs/objectives.<br>Has accountability for assignments that are less defined requiring identification of objectives, resources and/or approaches.<br>May have team/project leadership responsibility.; may supervise<br>Increasingly applies knowledge to help solve problems across work groups.<br>Is continually building on conceptual knowledge base.<br>Stays current with relevant emerging technology, professional trends and processes, including skills; seeks opportunities to apply available technology and processes to improve OU effectiveness. | Understands and addresses resistance to change; recognizes when prevailing practices/beliefs should be challenged to accomplish process improvements.<br>Constructively voices new ideas; persists, takes extra steps to overcome rejection.<br>Adapts methods and approaches to a constantly changing environment.<br>Effectively carries out tasks in situations of ambiguity and uncertainty. | Actively uses performance management process in daily interaction with supervisor and peers; applies to direct report where appropriate.<br>Keeps supervisor updated on progress against performance goals, resource issues, etc.<br>Shows willingness to learn from others; seeks feedback when needed and responds quickly to it; provides feedback in a timely manner, in constructive and respectful terms.<br>Takes responsibility for continuous development and performance improvement. |

OHIO UNIVERSITY

http://www.ohio.edu/comp/professional_role.htm



### Shared Accountability & Collaboration

| Customer Focus | Teamwork | Respect for People | Performance Initiative |
|---|---|---|---|
| Treats customers as partners; builds "win-win" relationships<br>Partners with customers to resolve complex problems, respond to unique needs and deliver timely, cost-effective quality solutions; monitors customer satisfaction<br>Anticipates customer needs; keeps customers abreast of relevant changes; distributes helpful information<br>Effectively follows OU policies in a manner respectful of customers.<br>Provides courteous service. | Develops effective working relationships across OU<br>Contributes to team efforts by sharing technical/process expertise and providing guidance.<br>Works with others to accomplish common goals. | Listens actively. Maintains frequent and open communication.<br>Shows understanding of others' perceptions and reacts accordingly.<br>Displays cooperative and open-minded behavior in working with others.<br>Demonstrates willingness to compromise.<br>Diplomatically handles situations without raising antagonism or hostility.<br>Effectively resolves misunderstandings.<br>Behaves professionally and supportively when working with men and women from a variety of ethnic, social and educational backgrounds<br>Avoids using stereotypes when dealing with others; may correct others on the use of slurs and negative comments about other groups.<br>*When leading projects:*<br>Is an effective and timely communicator; keeps team members well informed of issues/direction. | Is results-oriented; takes accountability for completing work assignments; meets commitments and deadlines.<br>Accepts accountability for mistakes; learns from them, and applies lessons learned to completion of future work.<br>Seeks opportunities and takes actions to improve effectiveness of work processes.<br>Measures and ensures value/return of process improvement initiatives; seeks best value-added processes.<br>*When leading projects:*<br>Ensures project team members understand project objectives and what they need to do to support project objectives<br>Holds team members accountable for honoring their commitments |

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# *Ohio University at work*

COMPENSATION & REWARDS, COMMUNICATION,PERFORMANCE MANAGEMENT, AND TRAINING PROJECTS

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## Role-based Competency Framework

### MANAGER ROLE

Supports OU's strategic objectives by accomplishing results through others. Primary responsibility for a major organizational component (i.e. a department, a shift, or larger unit). Impacts the organization by setting the direction and agenda for their area of specialty in support of the academic or administrative area's goals

### Continuous Learning & Development

| Application of Knowledge & Continuous Learning | Innovation & Managing Change | Performance Management & Development |
|---|---|---|
| Applies knowledge and expertise, analytical skills, creative thinking, business acumen and people skills to accomplish results through others.<br>May have team/project leadership responsibility (beyond direct reports).<br>Takes responsibility for technical/professional excellence and continuous improvement of self and direct reports.<br>Increasingly applies knowledge to help solve problems across work groups.<br>Is continually building on conceptual knowledge base.<br>Stays current with emerging technology and processes; seeks opportunities to apply available technology and processes to improve OU effectiveness. | Understands and addresses resistance to change; recognizes when prevailing practices/beliefs should be challenged to accomplish process improvements.<br>Constructively voices new ideas; persists, takes steps to overcome opposition.<br>Adapts methods and approaches to a constantly changing environment.<br>Effectively carries out tasks in situations of ambiguity and uncertainty.<br>Works with and through others to implement change.<br>Helps direct reports and others understand rationale for change.<br>Encourages innovation in others; Avoids sabotaging innovation. | Actively uses performance management process in daily interaction with subordinates and supervisors:<br>-Establishes up-front performance goals and expectations<br>-Provides regular performance feedback and coaching<br>-Conducts timely performance reviews<br>-Seeks and accepts feedback from direct reports, peers, customers<br>-Rewards and recognizes employees performance using appropriate tangible & intangible methods.<br>Allocates or assists in directing use of approved resources to support development of direct reports<br>-Identifies/creates development opportunities<br>-Identifies and may approve training<br>-Assigns special projects<br>-Authorizes re-scheduling of work to accommodate development activities<br>Takes responsibility for continuous development and performance improvement. |

## Shared Accountability & Collaboration

| Customer Focus | Teamwork | Respect for People | Performance Initiative |
|---|---|---|---|
| Treats customers as partners; builds "win-win" relationships<br>Partners with customers to resolve complex problems, respond to unique needs and deliver timely, cost-effective quality solutions; monitors customer satisfaction<br>Anticipates customer needs; keeps customers abreast of relevant changes; distributes helpful information<br>Effectively follows OU policies in a manner respectful to customers.<br>Provides courteous service. | Develops effective working relationships across OU.<br>Significantly contributes to team efforts by sharing technical/process expertise and providing guidance.<br>Works with others to accomplish common goals.<br>May have team/project leadership responsibility (beyond direct reports). | Listens actively. Maintains frequent and open communication.<br>Shows understanding of others' perceptions and reacts accordingly.<br>Displays cooperative and open-minded behavior in working with others.<br>Demonstrates willingness to compromise.<br>Diplomatically handles situations without raising antagonism or hostility.<br>Effectively resolves misunderstandings.<br>Behaves professionally and supportively when working with men and women from a variety of ethnic, social and educational backgrounds<br>Avoids using stereotypes when dealing with others; may correct others on the use of slurs and negative comments about other groups.<br>*When leading projects and/or direct reports :*<br>Is an effective and timely communicator; keeps team members/direct reports well informed of issues/direction.<br>Note: Accountability of the manager on this and other competencies is in the performance management competency | Is results-oriented; takes accountability for completing work assignments; meets commitments and deadlines.<br>Accepts accountability for mistakes; learns from them, and applies lessons learned to completion of future work.<br>Seeks opportunities and takes actions to improve effectiveness of work processes.<br>Measures and ensures value/return of process improvement initiatives; seeks best value-added processes.<br>*When leading projects and/or direct reports:*<br>Ensures team members/direct reports understand project objectives and what they need to do to support project objectives<br>Holds team members/direct reports accountable for honoring their commitments |

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**ULS COMPETENCIES**
**June, 2000**

| Competency | Administrative | Administrative Support | Library | Secretary | Systems/ Programmer |
|---|---|---|---|---|---|
| Approachability | * | * | | | |
| Composure | | * | * | | |
| Continuous Learning | *C | *C | *C | *C | *C |
| Dealing with Ambiguity | * | | * | | |
| Decision Quality | | * | | | * |
| Functional/ Technical Skills | * | | * | | * |
| Integrity & Trust | | * | | * | |
| Intellectual Horsepower | | | | | * |
| Interpersonal Communications | | | | * | |
| Managing & Measuring Work | | * | | | |
| Organizing | * | | * | | |
| Patience | | * | | | |
| Peer Relationships | | | | * | |
| Perseverance | | | | | * |
| Personal Learning | | | | * | |
| Planning | * | | * | * | * |
| Priority Setting | | * | | * | * |
| Problem Solving | * | | * | | * |
| Process Management | | | * | | |
| Self-Development | | | * | * | |
| Self-Knowledge | | * | | | |
| Service Orientation | *C | *C | *C | *C | *C |
| Standing Alone | * | | | | |
| Supervisor Relationships | | * | | * | |
| Technical Learning | *C | *C | *C | *C | *C |
| Time Management | *C | *C | *C | *C | *C |
| Timely Decision Making | | | | * | * |
| Written Communication | * | | | * | |

***C = Core Competency**

## PERFORMANCE COMPETENCIES

The following performance competencies must be considered during performance discussions. Other performance factors which are specific to your unit's strategic plan or the employee's development plan may also be included. Discussions must include how performance relates to these competencies, and the mission, vision, and key strategic directions of the Purdue University Libraries/Press.

**Adaptability**
Recognizes and understands the potential benefits of long or short-term change. Adjusts positively to situations involving rapidly changing tasks, shifting priorities, simultaneous demands, or transition into different assignments. Is willing to relinquish a familiar method to learn and use a new, different, or technology-based approach.

**Communication**
Clearly expresses ideas and information to others orally and in writing. Listens and considers thoughts and opinions from others. Provides necessary information in a timely manner to the appropriate individuals. Checks that the message has been understood. Maintains confidentiality in appropriate circumstances.

**Continuous Improvement**
Sustains focus on ways to enhance processes, products, and services. Looks for new and unique ways to go beyond customary or adequate approach to completing tasks. Recognizes patterns and connection others do not see. Promotes actively the sharing of ideas and best practices throughout the organization.

**Cross-Functional Perspective**
Understands how unit/department is interdependent with other areas of The Libraries & Press. Looks beyond immediate work group and function to take into account priorities/objectives of other units. Works effectively/cooperates willingly with internal/external customers to accomplish goals, resolve problems. Uses appropriate interpersonal styles and methods to inspire and guide individuals towards goal achievement.

**Initiative/Judgment**
Recognizes and takes action on what is needed to achieve key objectives, grasp opportunities, or solve problems. Acts effectively and in a timely manner based on balanced consideration of facts, priorities, resources, constraints, and alternatives.

**Self-Development/Continuous Learning**
Pursues assignments, activities, and educational opportunities to build individual capabilities. Stays current on technical developments that relate to the job. Understands and performs technical requirements of the position. Seeks and is open to feedback from all sources. Incorporates insight gained from experience into future actions and behaviors.

**Service Orientation**
Approaches service as an important part of the job. Makes every effort to listen to and understand both internal and external customers and to respond to their needs. Keeps all concerned informed of important events and changes. Deals openly and constructively with shortfalls and problems in service delivery.

**Work Standards**
Sets high goals and standards of performance for self and others. Self imposes standards of excellence rather than having standards imposed by others. Is results focused when planning and discussing performance. Addresses poor performance with appropriate response. Demonstrates consistency between words and actions. Shows fairness and sincerity in relationships. Maintains and promotes social, ethical, and organizational norms in fulfilling internal and external responsibilities.

# Performance Management and Evaluation

Vs. 4-25-01

## PEMS/Performance Appraisal Process and Form

This is the Final Policy Document for Performance Appraisal in the University Main Library, after Review by both University Human Resources representatives and Team Leaders and Work Team Leaders in February and March of 2001.

### Clarify Standards

1. Review existing Team, Library and University standards for performance (March)
    - University Code of Conduct
    - Library Staff Expectations
    - Work Team and Team Leader Expectations
    - Work-related issues document (scheduling vacation, arranging coverage during training, etc.)
    - Performance measures and Quality Standards
    - Individual performance and development goals

### Individual Goal Setting and Developmental Reviews

2. Where lacking, develop individual performance goals and meet with team and/or peer reviewers to assess goals as soon as possible.
3. In many teams you have already conducted your second developmental review of the cycle, which began last July. Summaries of this and the first review of the cycle should be forwarded to the team leader as soon as possible.
4. Conduct a summative peer review of progress to goals no later than mid-May, 2001. (see attached procedural suggestions for this review)
5. Forward summary of this review to the Team Leader or Work Team Leader no later than May 31st, 2001. Teams are encouraged to set an earlier date if needed to facilitate delivery of completed appraisals to SOS by deadline (see below).

### Performance Appraisal - Part One

6. Team Leader or Work Team Leader conducts review of summaries and brief meetings with employees to sign Performance Appraisal form. This results in communication to the employee that his or her performance is either satisfactory or unsatisfactory.
7. Employees who are performing satisfactorily, as determined by a review of the progress to goals as indicated in review summaries, will be signified as such on the appraisal form.
8. Employees who are performing unsatisfactorily, as determined by a review of the progress to goals, or through observations regarding behavior contrary to University code, library or team expectations will be provided with information about deficiencies and be coached from a written plan to correct performance. This unsatisfactory status will be signified as such on the appraisal form.
9. The forms, once signed, will be copied to the employee, the Team files (if desired), and to the Library SOS team. Copies are due to SOS no later than June 15, 2001.
10. SOS will forward a copy of Classified Staff appraisals to Central HR after completion of the Library's Exemplary review process, and keep a copy in employee files maintained for the Library.

Vs. 4-25-01

## Conducting the Third (Summative) Review

All Library employees are expected to receive three reviews each year. The first review, conducted in the Summer, consists of a review of goals set by the individual and based on their assignments to projects and work related to team goals. The second review, conducted in the late Fall or early Winter, looks at progress to goals and assists the employee in working through barriers. Procedures for the first two reviews is described in Performance Effectiveness Management Documents distributed to Team Leaders as part of the team strategic planning process. The third review, conducted in late May or early June, is a summative review. The text below describes this review.

1. The individual to be reviewed (the reviewee) should schedule the third review no later than May 31st, 2001.
2. At least a day in advance of the meeting the reviewee should provide the review group with a written summary of progress to goals.
3. Time should be allocated for the review group to meet without the reviewee to discuss their reading of the summary of progress to goals provided by the reviewee. 20 to 30 minutes should be sufficient in most cases. This is done so that any concerns held by reviewers regarding providing constructive evaluation can be addressed before meeting with the reviewee.
4. The reviewee is invited to meet with the review group and go over specific elements of the summary of progress to goals. Questions and concerns from the review group should be solicited and recorded for the summary of the review meeting.
5. In the case where the reviewee is encountering barriers to performing that make reaching a goal unlikely, a plan to remove barriers should be developed and implemented before changing a goal, unless the goal itself is considered no longer relevant by both those assembled for the review, and by the team to which the goal is directed.
6. Before ending the review, the reviewee should restate the key elements of notes from which the summary will be constructed, and clarify what the review committee expects the summary to include.
7. After drafting the summary, the reviewee will copy it to all review group members, for feedback and approval.
8. Once approved, the review summary is sent to the Team leader or WTL of the reviewee's functional team.

**Part Two** of the Performance Appraisal Process, related to determining above satisfactory and exemplary performance, is still in discussion as a policy document and is not yet completed. The draft of this policy has been removed from this file until recommendations to the Cabinet from the Merit Review Project have been completed.

Vs. 4-25-01

# University of Arizona Main Library System Performance Evaluation

## Part One

Performance Evaluation for: ______________________ S.S.N.# ____________
*Employee Name*

Job Title ______________________ Department/Team ____________

Review Period: ________ to ________ Review Conducted by: ____________
*Work Team Leader or Team Leader*

Meeting Date ______ Type of Review: ☐ Mid-Probation ☐ End of Probation ☐ Special ☐ Annual

☐ **Satisfactory.** This employee is in conformance with all applicable team and library standards of performance. This employee is eligible for University/State merit raises for satisfactory performance.

1. **Employee Accomplishments:**

2. **Areas to Improve**

☐ **Unsatisfactory.** The employee is engaged in performance requiring an improvement plan, and is receiving coaching and/or training as specified in the plan to bring performance to standards that are communicated in writing (see attached plan). This employee is not eligible for University/State merit raises for satisfactory performance.

1. **Areas to Improve:**

2. **Performance Plan:**

______________________
**Team Leader Signature**

______________________
**Employee Signature**
*Employee signature signifies receipt, not agreement with this evaluation.*

UNIVERSITY OF NEW MEXICO

Employee Name: ______________________
Job Title: ______________________
Department: ______________________
Reviewing Supervisor: ______________________
Indicate type of review:

☐ Annual
☐ Probationary/Trial
☐ Self-assessment
☐ Other ______________

SSN: ______________
Org. Code: ______________
Review Period: ______________
Review Date: ______________

The University of New Mexico

# PERFORMANCE REVIEW

**PLAN:** ***At the beginning of the review period,*** the employee and supervisor should: 1) set performance expectations for the review period by completing the shaded areas in Section 1 (Goals and Duties) and, in Section 2 (University Values), by reviewing the examples in the shaded sections and recording the expectations for each value on a separate sheet; 2) review the employee's career development goals and develop a Career Development Plan for the upcoming year (refer to the Career Development policy #3260 at http://www.unm.edu/~hravp/cardev/); and 3) agree upon the management support that will be provided to the employee.

**COACH:** ***During the review period,*** the employee should be working toward the successful accomplishment and demonstration of the stated goals, duties, and the University Values, while the supervisor should provide coaching and mentoring as needed to assist the employee in achieving optimal performance.

**REVIEW:** ***At the time of the written review,*** the following steps should be performed:

1) **Prepare a Self-Assessment.** The employee should evaluate his/her own performance by writing supporting comments that provide a balanced overview of each goal/duty and value being reviewed. Performance data, such as special accomplishments or achievements and extenuating circumstances that may have impacted success, will help the supervisor prepare the review.

2) **Prepare the Written Review.** The supervisor completes the non-shaded areas of Sections 1 and 2. Using information from the self-assessment, personal observations, and notes and information collected throughout the year, a narrative summary is written in the supporting comments section for each goal/duty and value being reviewed. Ratings are then assigned for each item in Section 1 (Goals and Duties) and Section 2 (University Values). An Overall Rating is assigned in Section 3 and a narrative written that summarizes the supervisor's opinion of how well the employee performed overall during the review period.

3) **Conduct a Performance Review Discussion.** The supervisor and employee should meet to: 1) review, discuss, and confirm each other's understanding of the accomplishments and demonstrations of goals/duties and values listed on the Performance Review Form; 2) recognize strengths and achievements; 3) review status on areas needing improvement; and 4) review the employee's career development goals and document them on a Career Plan Form (see UBPPM #3260).

4) **Finalize the Written Review.** If, during the discussion, the supervisor decides to change any ratings, a final version of the form should be prepared. The employee and supervisor should meet again to review the final form, and then each should sign and date it. They should also review the employee's Career Plan Form. The employee may also wish to add comments in Section 4. The signed Performance Review Form and Career Plan Form should be sent to Human Resources to be placed in the employee's personnel file. A Multi-rater Feedback Action Plan, if applicable, should also be attached.

5) **Develop Goals and Standards for the Next Review Period.** Begin with a new Performance Review Form. Establish performance expectations for the upcoming review period and list them into the shaded portions of Section 1 and Section 2. The supervisor and the employee should each keep a copy of the form for reference during the review period.

**DEFINITION OF RATINGS:** ***The following definitions should serve as guidelines for assigning evaluation ratings for each item in Sections 1 and 2 as well as the Overall Rating.***

***Outstanding (O):*** Employee performed job requirements and demonstrated University Values with exceptional skill and knowledge. Employee clearly and consistently exceeded expectations in most areas of the job.

***Exceeds Expectations (E):*** Employee demonstrated University Values above expectations. Employee's performance exceeded expectations in many areas of the job.

***Meets Expectations (M):*** Employee's performance and demonstration of University Values consistently met expectations. Employee's work was fully effective, reliable, and of good quality.

***Improvement Needed (I):*** Employee did not consistently perform all job requirements or demonstrate all University Values. Some improvement is needed.

***Unsatisfactory (U):*** Employee's performance or demonstration of University Values was consistently below the requirements of this position. Immediate corrective action is necessary.

Revised 10/1/02

BEST COPY AVAILABLE

## 1. Goals and Duties

At the beginning of the review period, in the shaded area, describe approximately 4 to 8 goals (e.g., specific projects, activities, or tasks) or duties that will be accomplished during this review period. Include competencies to be developed and identify the support and/or development needed to accomplish each goal/duty. At the time of the written review, in the non-shaded area, describe how well and to what degree the employee accomplished each goal/duty, and assign a rating for each. ***Definitions of ratings are found on page 1.***

| | | | | | | |
|---|---|---|---|---|---|---|
| **Goal/Duty #** ______ | | | | | | (Additional sheets may be attached) |
| Complete at beginning of review period | Description, including relevant dates:<br>Competencies:<br>Support/Development Needed: | | | | | |
| Complete at the time of the written review | Evaluation Rating: | (O) ☐ | (E) ☐ | (M) ☐ | (I) ☐ | (U) ☐ |
| | Supporting Comments: | This is the most appropriate evaluation rating because… | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Goal/Duty #** ______ | | | | | | |
| Complete at beginning of review period | Description, including relevant dates:<br>Competencies:<br>Support/Development Needed: | | | | | |
| Complete at the time of the written review | Evaluation Rating: | (O) ☐ | (E) ☐ | (M) ☐ | (I) ☐ | (U) ☐ |
| | Supporting Comments: | This is the most appropriate evaluation rating because… | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Goal/Duty #** ______ | | | | | | |
| Complete at beginning of review period | Description, including relevant dates:<br>Competencies:<br>Support/Development Needed: | | | | | |
| Complete at the time of the written review | Evaluation Rating: | (O) ☐ | (E) ☐ | (M) ☐ | (I) ☐ | (U) ☐ |
| | Supporting Comments: | This is the most appropriate evaluation rating because… | | | | |

## 2. University Values

The University Values, as contained in UNM's Strategic Plan, guide and support us in achieving our mission. All University employees are expected to demonstrate behaviors that support the University Values. ***Definitions of University Values can be found at http://www.unm.edu/~hravp/perfrev/.***

(Additional sheets may be attached)

| | |
|---|---|
| **1. Excellence:** Examples of behavior include: 1) providing quality service to students, patients, colleagues and the public; 2) working effectively and productively as a team member; 3) producing high-quality results; and 4) learning from mistakes. | |
| Describe how this value has been demonstrated. | **Rating** |

| | |
|---|---|
| **2. Integrity and Professionalism:** Examples of behavior include: 1) consistently engaging in work-related activity and making productive use of work time; 2) arriving to work on time; being prudent in use of leave and adhering to leave policies; 3) accepting responsibility and accountability for own actions; 4) maintaining composure; demonstrating restraint and self-control in difficult situations; and 5) complying with work rules and UNM Policies and Procedures. | |
| Describe how this value has been demonstrated. | **Rating** |

| | |
|---|---|
| **3. Diversity Within the Academic Community:** Examples of behavior include: 1) treating all persons with respect and civility; and 2) recognizing and respecting differences of culture, ethnicity, gender, sexual orientation, nationality, religion, language, and academic discipline. | |
| Describe how this value has been demonstrated. | **Rating** |

| | |
|---|---|
| **4. Creativity and Initiative:** Examples of behavior include: 1) exploring new ideas; 2) encouraging creativity; 3) seeking innovative solutions and approaches; and 4) adapting well to change in the work environment. | |
| Describe how this value has been demonstrated. | **Rating** |

| | |
|---|---|
| **5. Academic Freedom:** Examples of behavior include: 1) demonstrating an interest in learning; 2) keeping current in field; and 3) demonstrating open-mindedness toward people who hold differing opinions from one's own. | |
| Describe how this value has been demonstrated. | **Rating** |

| | |
|---|---|
| **6. Access and Student Success:** Examples of behavior include: 1) being responsive to student needs; 2) contributing to an environment where all members can participate; and 3) taking advantage of opportunities to provide service to the department, the University, and the community as appropriate. | |
| Describe how this value has been demonstrated. | **Rating** |

Revised 10/1/02

## 3. Overall Rating

Use the information from Sections 1 and 2 to develop an Overall Rating. Select an Overall Evaluation Rating on the chart below and provide a narrative description that supports this rating. ***Definitions of ratings are found on page 1.***

(Additional sheets may be attached)

| | | | | | |
|---|---|---|---|---|---|
| **Overall Evaluation Rating** | **(O)<br>Outstanding**<br>☐ | **(E)<br>Exceeds Expectations**<br>☐ | **(M)<br>Meets Expectations**<br>☐ | **(I)<br>Improvement Needed**<br>☐ | **(U)<br>Unsatisfactory**<br>☐ |
| **Supervisor's Supporting Comments** | This is the most appropriate evaluation rating because... | | | | |

## 4. Employee Comments (Optional)

Please write any comments you would like included with your performance review.

(Additional sheets may be attached)

I have had the opportunity to review this document and discuss its contents with my supervisor. My signature acknowledges that I have been informed of my performance ratings but does not necessarily indicate agreement. Information on the process for resolving disagreements regarding a performance review can be found in the UBPPM #3230 Performance Review and Recognition Policy.

Employee Signature ______________________________ Date ____________

Supervisor Signature ______________________________ Date ____________

**Attachments**

A. Career Development: Please attach the Career Plan Form that identifies the employee's career development goals and the actions that will be taken to achieve them. These may include performance improvement or enhancement areas addressed in the first two sections of the performance review as well as personal career development targeted at a future job goal. The Career Plan Form and instructions can be found on http://www.unm.edu/~hravp/cardev/. (Refer to the Career Development Policy, UBPPM #3260)

B. Multi-rater Feedback: Did the employee receive multi-rater feedback? Yes ☐ No ☐
If yes, please attach Action Plan. Note: Multi-rater feedback is to be used for development purposes only; the feedback is not intended to be used for an employee's performance evaluation. (Refer to the Performance Review and Recognition Policy, UBPPM #3230)

## Chart 1. Developing Standards for Goals and Duties

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Employee | | Title | | Supervisor | | Review Period | |

Remember that the best Standards are SMART: Specific, Measurable, Achievable, Results-Focused, and Time-Bound. To develop a standard, start with an action verb. Then answer hat has been done? How has it been done? Why has it been done?

| Goal or Duty | Standard |
|---|---|
| 1. | What: |
| | How: |
| | Why: |
| | When: |
| | Complete standard: |
| 2. | What: |
| | How: |
| | Why: |
| | When: |
| | Complete standard: |
| 3. | What: |
| | How: |
| | Why: |
| | When: |
| | Complete standard: |
| 4. | What: |
| | How: |
| | Why: |
| | When: |
| | Complete standard: |

# University Of Pittsburgh

## Performance Review

## SELF-APPRAISAL

**REVIEW FORM: Administrator**

**Employee Name:**
**Division:**
**Department:** University Library System
**Job Title:**
**Review Period Start:** 7/1/00
**Review Period End:** 6/30/01

## PERFORMANCE COMPETENCIES

***Total Weight:* *60%***

**RATINGS**

| | |
|---|---|
| Low = | Unsatisfactory |
| | Needs improvement |
| | Meets job requirements |
| | Exceeds job requirements |
| High = | Outstanding |

### # Approachability

**Weight:** 8%

| | *N/A* | *Low <-------------> High* | | | | |
|---|---|---|---|---|---|---|
| Is easy to approach and talk to | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Can be warm, pleasant and gracious | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Builds rapport well | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Continuous Learning

**Weight:** 9%

| | *N/A* | *Low <-------------> High* | | | | |
|---|---|---|---|---|---|---|
| Learns quickly when facing new problems | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Open to learning new skills | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Learns new techniques/processes to solve problems | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Solution oriented | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Enjoys challenge of unfamiliar tasks | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Dealing With Ambiguity

**Weight:** 8%

| | N/A | Low <———————> High | | | | |
|---|---|---|---|---|---|---|
| Can effectively cope with change | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Can shift direction comfortably & quickly | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Can comfortably handle risk and uncertainty | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Functional/technical skills

**Weight:** 8%

| | N/A | Low <———————> High | | | | |
|---|---|---|---|---|---|---|
| Has knowledge & skills for high level accomplishment | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Applies skills to meet job requirements | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Makes few functional/technical errors | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Organizing

**Weight:** 8%

| | N/A | Low <———————> High | | | | |
|---|---|---|---|---|---|---|
| Can marshal resources to get things done | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Orchestrate multiple activities to accomplish a goal | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Arranges information and files in a useful manner | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Planning

**Weight:** 8%

| | N/A | Low <———————> High | | | | |
|---|---|---|---|---|---|---|
| Accurately scopes out length & difficulty of projects | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Anticipates and adjusts for problems & roadblocks | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Measures performance against goals | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Problem Solving

**Weight:** 8%

| | N/A | Low <———————> High | | | | |
|---|---|---|---|---|---|---|
| Uses logic, methods to solve problems effectively | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Explores all relevant sources for answers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Can see hidden problems | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Looks beyond obvious; doesn't stop at first answers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Service Orientation

**Weight: 9%**

| | N/A | Low <------------> High | | | | |
|---|---|---|---|---|---|---|
| Meets expectations of internal & external customers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses customer information for improvements in service | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acts with customers in mind | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Establishes collaborative customer relationships | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Standing Alone

**Weight: 8%**

| | N/A | Low <------------> High | | | | |
|---|---|---|---|---|---|---|
| Comfortable working alone on a tough assignment | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Willing to stand up for an idea or position | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Can be counted on; doesn't shirk responsibility | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Technical Learning

**Weight: 9%**

| | N/A | Low <------------> High | | | | |
|---|---|---|---|---|---|---|
| Identifies technical skill gaps & learning needs | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Learns new skills & knowledge quickly & thoroughly | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Does well in technical courses & seminars | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Time Management

**Weight: 9%**

| | N/A | Low <------------> High | | | | |
|---|---|---|---|---|---|---|
| Uses time effectively & efficiently | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Concentrates efforts on more important priorities | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Gets more done in less time than others | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Written Communications

**Weight: 8%**

| | N/A | Low <------------> High | | | | |
|---|---|---|---|---|---|---|
| Is able to write clearly & succinctly | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Gets messages across that have the desired effect | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses grammar correctly | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## CURRENT GOALS

*Total Weight: 40%*

## FUTURE GOALS

## EMPLOYEE COMMENTS

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# University Of Pittsburgh
## Performance Review

## SELF-APPRAISAL

**REVIEW FORM:** **Administrative Support**

**Employee Name:**
**Division:**
**Department:** University Library System
**Job Title:**
**Review Period Start:** 7/1/00
**Review Period End:** 6/30/01

## PERFORMANCE COMPETENCIES
***Total Weight:* *60%***

**RATINGS**
Low = Unsatisfactory
Needs improvement
Meets job requirements
Exceeds job requirements
High = Outstanding

### # Approachability
**Weight:** 7%

| | | | | | | |
|---|---|---|---|---|---|---|
| | *N/A* | *Low <---------------> High* | | | | |
| Is easy to approach and talk to | | | | | | |
| Can be warm, pleasant and gracious | | | | | | |
| Builds rapport well | | | | | | |
| **Overall** | | | | | | |

### # Composure
**Weight:** 7%

| | | | | | | |
|---|---|---|---|---|---|---|
| | *N/A* | *Low <---------------> High* | | | | |
| Can maintain calm control during tough times | | | | | | |
| Can handle stress | | | | | | |
| Doesn't show frustration when resisted or blocked | | | | | | |
| **Overall** | | | | | | |

## # Continuous Learning

**Weight:** 9%

| | N/A | Low <———— | | | | ————> High |
|---|---|---|---|---|---|---|
| Learns quickly when facing new problems | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Open to learning new skills | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Learns new techniques/processes to solve problems | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Solution oriented | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Enjoys challenge of unfamiliar tasks | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Decision Quality

**Weight:** 7%

| | N/A | Low <———— | | | | ————> High |
|---|---|---|---|---|---|---|
| Makes good decisions based on analysis & experience | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Solutions are correct & accurate when judged over time | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Sought out by others for advice & solutions | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Integrity and Trust

**Weight:** 7%

| | N/A | Low <———— | | | | ————> High |
|---|---|---|---|---|---|---|
| Is seen as a direct, truthful individual | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Presents the truth in an appropriate & helpful manner | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Doesn't misrepresent himself/herself for personal gain | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Managing and Measuring Work

**Weight:** 7%

| | N/A | Low <———— | | | | ————> High |
|---|---|---|---|---|---|---|
| Clearly assigns responsibilities for tasks & decisions | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Monitors process, progress and results | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Designs feedback loops into work | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Patience

**Weight:** 7%

| | N/A | Low <———— | | | | ————> High |
|---|---|---|---|---|---|---|
| Is tolerant with people and processes | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Understands people & data before making judgements | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Waits for others to catch up before acting | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Priority Setting

**Weight:** 7%

| | N/A | Low <————> High | | | | |
|---|---|---|---|---|---|---|
| Spends his/her time & others' time on what's important | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Senses what will help or hinder accomplishing a goal | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Creates focus | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Self Knowledge

**Weight:** 7%

| | N/A | Low <————> High | | | | |
|---|---|---|---|---|---|---|
| Knows personal strengths, weaknesses & limits | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Seeks feedback | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is receptive to talking about shortcomings | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Service Orientation

**Weight:** 9%

| | N/A | Low <————> High | | | | |
|---|---|---|---|---|---|---|
| Meets expectations of internal & external customers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses customer information for improvements in service | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acts with customers in mind | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Establishes collaborative customer relationships | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Supervisor Relationships

**Weight:** 8%

| | N/A | Low <————> High | | | | |
|---|---|---|---|---|---|---|
| Responds and relates well to bosses | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Is open to learning from bosses who are good coaches | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Easy to challenge and develop | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Technical Learning

**Weight:** 9%

| | N/A | Low <————> High | | | | |
|---|---|---|---|---|---|---|
| Identifies technical skill gaps & learning needs | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Learns new skills & knowledge quickly & thoroughly | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Does well in technical courses & seminars | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Time Management

**Weight:** 9%

| | *N/A* | *Low <* | | | | *> High* |
|---|---|---|---|---|---|---|
| Uses time effectively & efficiently | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Concentrates efforts on more important priorities | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Gets more done in less time than others | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## CURRENT GOALS

*Total Weight: 40%*

## FUTURE GOALS

## DEVELOPMENT PLANS

## EMPLOYEE COMMENTS

# University Of Pittsburgh
## Performance Review

## SELF-APPRAISAL

**REVIEW FORM: Library** (e.g. Library III, IV Staff)

**Employee Name:**
**Division:**
**Department:** University Library System
**Job Title:**
**Review Period Start:** 7/1/00
**Review Period End:** 6/30/01

## PERFORMANCE COMPETENCIES
***Total Weight:* *60%***

| | **RATINGS** |
|---|---|
| Low = | Unsatisfactory |
| | Needs improvement |
| | Meets job requirements |
| | Exceeds job requirements |
| High = | Outstanding |

### # Approachability
**Weight:** 8%

| | *N/A* | *Low <——————> High* | | | | |
|---|---|---|---|---|---|---|
| Is easy to approach and talk to | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Can be warm, pleasant and gracious | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Builds rapport well | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Continuous Learning
**Weight:** 9%

| | *N/A* | *Low <——————> High* | | | | |
|---|---|---|---|---|---|---|
| Learns quickly when facing new problems | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Open to learning new skills | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Learns new techniques/processes to solve problems | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Solution oriented | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Enjoys challenge of unfamiliar tasks | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Dealing With Ambiguity

**Weight:** 8%

| | N/A | Low <————> High | | | | |
|---|---|---|---|---|---|---|
| Can effectively cope with change | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Can shift direction comfortably & quickly | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Can comfortably handle risk and uncertainty | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Functional/technical skills

**Weight:** 8%

| | N/A | Low <————> High | | | | |
|---|---|---|---|---|---|---|
| Has knowledge & skills for high level accomplishment | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Applies skills to meet job requirements | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Makes few functional/technical errors | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Organizing

**Weight:** 8%

| | N/A | Low <————> High | | | | |
|---|---|---|---|---|---|---|
| Can marshal resources to get things done | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Orchestrate multiple activities to accomplish a goal | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Arranges information and files in a useful manner | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Planning

**Weight:** 8%

| | N/A | Low <————> High | | | | |
|---|---|---|---|---|---|---|
| Accurately scopes out length & difficulty of projects | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Anticipates and adjusts for problems & roadblocks | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Measures performance against goals | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Problem Solving

**Weight:** 8%

| | N/A | Low <————> High | | | | |
|---|---|---|---|---|---|---|
| Uses logic, methods to solve problems effectively | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Explores all relevant sources for answers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Can see hidden problems | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Looks beyond obvious; doesn't stop at first answers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Service Orientation

**Weight:** 9%

| | *N/A* | *Low <————> High* | | | | |
|---|---|---|---|---|---|---|
| Meets expectations of internal & external customers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses customer information for improvements in service | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acts with customers in mind | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Establishes collaborative customer relationships | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Standing Alone

**Weight:** 8%

| | *N/A* | *Low <————> High* | | | | |
|---|---|---|---|---|---|---|
| Comfortable working alone on a tough assignment | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Willing to stand up for an idea or position | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Can be counted on; doesn't shirk responsibility | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Technical Learning

**Weight:** 9%

| | *N/A* | *Low <————> High* | | | | |
|---|---|---|---|---|---|---|
| Identifies technical skill gaps & learning needs | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Learns new skills & knowledge quickly & thoroughly | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Does well in technical courses & seminars | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Time Management

**Weight:** 9%

| | *N/A* | *Low <————> High* | | | | |
|---|---|---|---|---|---|---|
| Uses time effectively & efficiently | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Concentrates efforts on more important priorities | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Gets more done in less time than others | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## # Written Communications

**Weight:** 8%

| | *N/A* | *Low <————> High* | | | | |
|---|---|---|---|---|---|---|
| Is able to write clearly & succinctly | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Gets messages across that have the desired effect | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses grammar correctly | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## CURRENT GOALS

*Total Weight: 40%*

## FUTURE GOALS

## DEVELOPMENT PLANS

## EMPLOYEE COMMENTS

# University Of Pittsburgh
## Performance Review

## SELF-APPRAISAL

**REVIEW FORM: Systems/Programmer**

**Employee Name:**
**Division:**
**Department:** University Library System
**Job Title:**
**Review Period Start:** 7/1/00
**Review Period End:** 6/30/01

## PERFORMANCE COMPETENCIES
***Total Weight:*** *60%*

### RATINGS
Low = Unsatisfactory
Needs improvement
Meets job requirements
Exceeds job requirements
High = Outstanding

### # Continuous Learning
**Weight:** 9%

| | *N/A* | *Low <————————> High* | | | | |
|---|---|---|---|---|---|---|
| Learns quickly when facing new problems | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Open to learning new skills | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Learns new techniques/processes to solve problems | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Solution oriented | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Enjoys challenge of unfamiliar tasks | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Decision Quality
**Weight:** 8%

| | *N/A* | *Low <————————> High* | | | | |
|---|---|---|---|---|---|---|
| Makes good decisions based on analysis & experience | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Solutions are correct & accurate when judged over time | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Sought out by others for advice & solutions | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**# Functional/technical skills**
**Weight: 8%**

| | *N/A* | *Low <————> High* | | | | |
|---|---|---|---|---|---|---|
| Has knowledge & skills for high level accomplishment | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Applies skills to meet job requirements | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Makes few functional/technical errors | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**# Intellectual Horsepower**
**Weight: 8%**

| | *N/A* | *Low <————> High* | | | | |
|---|---|---|---|---|---|---|
| Is bright and intelligent | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Deals with concepts and complexity comfortably | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Intellectually sharp, capable, and agile | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**# Perseverance**
**Weight: 8%**

| | *N/A* | *Low <————> High* | | | | |
|---|---|---|---|---|---|---|
| Pursues work with energy, drive & need to finish | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Does not give up in the face of resistance or setbacks | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Does not take rejection personally | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**# Planning**
**Weight: 8%**

| | *N/A* | *Low <————> High* | | | | |
|---|---|---|---|---|---|---|
| Accurately scopes out length & difficulty of projects | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Anticipates and adjusts for problems & roadblocks | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Measures performance against goals | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**# Priority Setting**
**Weight: 8%**

| | *N/A* | *Low <————> High* | | | | |
|---|---|---|---|---|---|---|
| Spends his/her time & others' time on what's important | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Senses what will help or hinder accomplishing a goal | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Creates focus | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Problem Solving

**Weight:** 8%

| | *N/A* | *Low <————> High* | | | | |
|---|---|---|---|---|---|---|
| Uses logic, methods to solve problems effectively | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Explores all relevant sources for answers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Can see hidden problems | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Looks beyond obvious; doesn't stop at first answers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Service Orientation

**Weight:** 9%

| | *N/A* | *Low <————> High* | | | | |
|---|---|---|---|---|---|---|
| Meets expectations of internal & external customers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uses customer information for improvements in service | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Acts with customers in mind | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Establishes collaborative customer relationships | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Technical Learning

**Weight:** 9%

| | *N/A* | *Low <————> High* | | | | |
|---|---|---|---|---|---|---|
| Identifies technical skill gaps & learning needs | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Learns new skills & knowledge quickly & thoroughly | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Does well in technical courses & seminars | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Time Management

**Weight:** 9%

| | *N/A* | *Low <————> High* | | | | |
|---|---|---|---|---|---|---|
| Uses time effectively & efficiently | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Concentrates efforts on more important priorities | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Gets more done in less time than others | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

### # Timely Decision Making

**Weight:** 8%

| | *N/A* | *Low <————> High* | | | | |
|---|---|---|---|---|---|---|
| Makes decisions in a timely manner | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Able to make a quick decision | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Handles risk | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Overall** | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## CURRENT GOALS

*Total Weight: 40%*

## FUTURE GOALS

## DEVELOPMENT PLANS

# CLERICAL AND SERVICE PERFORMANCE MANAGEMENT SYSTEM

## Introduction:

Purdue University Libraries staff and the Libraries Administration have joint responsibility for the development of knowledge and skills in order to meet the University's expectations.

As part of this joint responsibility, it is appropriate for the Libraries Administration to provide the leadership, resources, and management to foster a cooperative process, the goal of which is to ensure that the Libraries retain the necessary staff and skills needed to provide appropriate service to the university community. The library staff should actively participate in this endeavor by expanding their knowledge base and performing within the expectations established.

It is the responsibility of the Libraries Administration to establish a mechanism to measure achievement. The mechanism should establish identifiable outcomes, both qualitative and quantitative, using agreed-upon criteria, and providing appropriate feedback. The goal is to arrive at a clearly stated set of expectations, competencies, and desired outcomes. The Libraries Strategic Plan, its vision, mission, strategic directions and goals are the basis for this process.

## System Elements:

The system is designed to provide a continuous evaluation for all clerical and service staff and their supervisors who will meet on several occasions throughout each evaluation cycle. A final evaluation summary prior to commencement of the annual budget process will be required.

Program elements consist of the following:

- Definition of roles and responsibilities of both employees and supervisors in the process
- Identifying job responsibilities and their relationship to the libraries strategic plan, direction and goals, and competencies
- Performance planning, setting of expectations, competencies to be emphasized, and desired outcomes
- Performance coaching and feedback
- Staff training and development
- Final performance summary

**Employee/Supervisor Roles:**

Both employee and supervisor are to familiarize themselves with their respective roles in the ongoing evaluation process. Roles should be discussed and mutually agreed upon by the supervisor and the employee.

**Performance Planning/Setting Expectations:**

Performance competencies, expectations, and desired outcomes should be discussed and mutually agreed upon by the employee and the supervisor. Supervisors have discretion in determining which competencies are appropriate for the review period based on organizational needs. These should be directly related to the major elements of the employee's job, and the strategic plan. Supervisors and employees are required to document progress towards meeting the expectations. This then becomes the basis for evaluating employee's performance and determining annual merit increases. Expectations should be realistic and achievable within the evaluation period. They should be motivating and enriching to the employee and geared toward increasing the productivity and performance of the department/unit.

**Performance Feedback and Coaching:**

Supervisors and employees should meet as often as necessary during the evaluation period to discuss and document progress towards meeting performance expectations. The supervisor should be proactive in seeking feedback about the employee from multiple sources. Sources could include employee's peers, staff, and both internal and external customers. Discussions may center on such issues as progress toward meeting goals and expectations, comparison of employee's and supervisor's perceptions, assessment of development plans, new opportunities, problems, and challenges. Performance feedback sessions should focus on work expectations, job- related issues, and objective behaviors, rather than personality issues. Supervisors should be alert to possible changes affecting anticipated outcomes. Employees should take the opportunity to highlight their accomplishments and to ask for help with problems.

**Training and Development:**

Both employee and supervisor are responsible for identifying training and development opportunities that will improve performance and will aid in the accomplishment of agreed- upon goals and objectives. Discussions might focus on training and development opportunities for new responsibilities in the current position and be based on organizational need and the employee's career interests. Discussions should occur concurrently with performance planning and feedback and coaching sessions.

**Final Performance Summary:**

Both employee and supervisor are responsible for completing the overall performance summary. Comments should highlight how the employee fulfills the position responsibilities, progress on meeting performance competencies and expectations, and overall performance rating.
The rating should be supported by specific, observed examples of behavior and performance. Both supervisor and employee should discuss the rating and comments and then sign the document acknowledging that they have met and discussed its contents.

**Feedback for Supervisor:**

This form is provided for employees to offer feedback to supervisors. It is intended to serve as a tool to foster good communications and to improve performance related to organizational needs. It is expected that both supervisors and employees work together to create a climate in which this kind of communication occurs.

The entire document should be forwarded to the Personnel Office. Copies should be retained by both the employee and supervisor.

# PERFORMANCE MANAGEMENT CYCLE

| **EMPLOYEE ROLE** | **SUPERVISOR ROLE** |
|---|---|
| **PERFORMANCE PLANNING/ SETTING EXPECTATIONS** | |
| Encourage scheduling of the planning session | Schedule the planning session |
| Come prepared to discuss your personal goals/interests and ideas that can help the department meet its goals | Communicate/translate the strategic plan, competencies, organizational/departmental expectations to the employee |
| Work together with the supervisor to agree upon goals, expectations, competencies to be emphasized, and to establish priorities | Facilitate common understanding and agreement of the employee's goals and expectations. Establish priorities and create realistic expectations |
| Identify the training needs/resources needed to accomplish established goals | Identify how the employee can impact/help achieve the goals |
| Initial performance planning worksheet | Update/initial performance planning worksheet |
| **TRAINING AND DEVELOPMENT** | |
| Prepare for discussion by identifying interests | Discuss organizational needs |
| Actively identify and take responsibility for long-terms goals and next steps | Establish expectations |
| | Provide opportunities for employee improvement and next steps |
| **PERFORMANCE COACHING AND FEEDBACK** | |
| Initiate the coaching session | Initiate the coaching session (minimum of 2) |
| Meet with supervisor to get feedback | Review organizational changes |
| Inform supervisor of any unforeseen obstacles that may delay goal achievement | Seek feedback from multiple sources |
| **PERFORMANCE SUMMARY** | |
| Identify major accomplishments | Identify employee's major accomplishments in relationship to organizational, departmental expectations. |
| Identify major challenges | Identify employee's major challenges |
| Review the information on the Training Plan | Make sure Training Plan is up-to-date |
| Discuss with supervisor | Discuss with employee |
| Complete the Performance Summary | Complete the Performance Summary |
| Indicate that the summary discussion has taken place by signing Performance Summary Form | Indicate that the summary discussion has taken place by signing Performance Summary Form |
| Provide Supervisory Feedback form | Forward all Performance Management forms to Personnel Office. Provide copy to employee |

## JOB RESPONSIBILITIES WORKSHEET

Review the strategic plan. Identify the most important duties/responsibilities of the position. Relate each duty/responsibility to the strategic directions and goals. Discuss and document performance competencies required for optimal job performance. Decide on performance competencies appropriate for this review period. Be as specific as possible. Attach additional pages, as necessary.

### Strategic Directions

(See www.lib.purdue.edu/plan2004/ or Plan 2004 paper copy for the entire document)

- The Learning Library
- Scholarly Communication
- User-Centered Services
- Infrastructure

**Responsibility:**

Strategic Direction:

Expected Outcomes:

Competency (ies):

**Responsibility:**

Strategic Direction:

Expected Outcomes:

Competency (ies):

**Responsibility:**

Strategic Direction:

Expected Outcomes:

Competency (ies):

## PERFORMANCE PLANNING AND COACHING WORKSHEET

**COMPETENCY:**

**Departmental Expectations:**

**Challenges/Opportunities:**

**Performance Coaching and Feedback:**

| Discussions (Please Initial) | Date | | Date | | Date | | Date | |
|---|---|---|---|---|---|---|---|---|
| Employee Initials | | | | | | | | |
| Supervisor Initials | | | | | | | | |

## PERFORMANCE RATINGS

### Definition of Terms

**Outstanding –** Staff rated at this level consistently exceed expectations regarding the responsibilities and priorities of the position, and regarding performance competencies. Performance at this level is characterized by quantity and quality of work which consistently exceed established deadlines and expectations, and by demonstrated examples of all of the competencies judged critical for the position. Staff performing at this level demonstrate an understanding of how their work relates to the vision, mission, and key strategic directions of the Libraries and Press. They are largely self-directing and require only indirect supervision. Their work progress rarely requires review.

**Exceeds Expectations –** Staff rated at this level consistently meet and frequently exceed the expectations regarding the responsibilities and priorities of the position, and regarding performance competencies. Performance at this level is characterized by quantity and quality of work which consistently meet or exceed established deadlines and expectations, and by demonstrated examples of exceeding some of the competencies judged critical for the position while consistently meeting the others. Staff performing at this level demonstrate some understanding of how their work relates to the vision, mission, and key strategic directions the Libraries and Press. They typically require minimal direction, only indirect supervision, and occasional review of work progress.

**Meets Expectations –** Staff rated at this level consistently meet expectations regarding the responsibilities and priorities of the position, and regarding performance competencies. Performance at this level is characterized by quantity and quality of work which consistently meet established deadlines and expectations, and by demonstrated examples of meeting most of the competencies judged critical for the position. Staff performing at this level demonstrate some understanding of how their work relates to the vision, mission, and key strategic directions of the Libraries and Press. They typically require general supervision, some direction, and occasional review of work progress.

**Approaches Expectations –** Staff rated at this level usually meet some expectations regarding the responsibilities and priorities of the position, and regarding the performance competencies judged critical for the position, but may occasionally fall short of others. Objectives are not fully accomplished within established deadlines. Staff performing at this level demonstrate little understanding of how their work relates to the vision, mission, and key strategic directions of the Libraries and Press. They routinely require more direction than usual, close supervision, and frequent follow-up on work progress by the immediate supervisor, including the implementation of a work plan to facilitate the necessary performance improvements.

**Poor –** Staff rated at this level consistently fail to meet expectations regarding the responsibilities and priorities of the position, and regarding performance competencies judged critical for the position. The performance of staff members at this level is clearly not acceptable in terms of results achieved, and they demonstrate no understanding of how their work relates to the vision, mission, and key strategic directions of the Libraries and Press. They tend to resist direction, and require close supervision and almost constant follow-up on work progress by the immediate supervisor, including the implementation of a work plan to facilitate the necessary performance improvements. Continued performance at this level will lead to termination of employment.

## OVERALL PERFORMANCE SUMMARY

**EMPLOYEE**

**Comments/Examples:**

(Add additional sheets, if necessary)

**SUPERVISOR**

**Comments/Examples:**

(Add additional sheets, if necessary)

**Performance Rating:**

☐ Outstanding ☐ Exceeds Expectations ☐ Meets Expectations ☐ Approaches Expectations ☐ Poor

**Employee** **Date** **Supervisor** **Date**

**Department/Unit Head** **Date**

PURDUE UNIVERSITY

## FEEDBACK FOR SUPERVISOR

Review Period from: To:

**How my supervisor helped me succeed**
**(use back for additional entries)**

**How does my supervisor promote system-wide goals**
**(use back for additional entries)**

**Suggestions for my Supervisor**
**(use back for additional entries)**

Employee: Date:

Supervisor: Date:

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# SELECTED RESOURCES

# Books, Journal Articles, and Web Sites

American Library Association. Government Documents Roundtable. Government Information Technology Committee. "E-Competencies." Chicago: American Library Association, 2001. <http://sunsite.berkeley.edu/GODORT/gitco/ecomps.html>.

Association of College and Research Libraries. "Information Literacy Competency Standards for Higher Education." Chicago: Association of College and Research Libraries, 2000. <http://www.ala.org/acrl/ilcomstan.html>.

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# SPEC KIT ORDER FORM

QTY TITLE

____ SP270 Core Competencies
____ SP269 Integrating Preservation Activities
____ SP268 Reference Statistics
____ SP267 User Authentication
____ SP266 Staffing the Library Website
____ SP265 Instructional Support Services
____ SP264 Extended Library Hours
____ SP263 Numeric Data Services
____ SP262 Preservation & Digitization
____ SP261 Post-Tenure Review
____ SP260 Interview Process
____ SP259 Fee-based Services
____ SP258 Corporate Annual Reports
____ SP257 MLS Hiring Requirement
____ SP256 Changing Roles of Lib Profs
____ SP255 Branch Libs/Discrete Collectns
____ SP254 Managing Printing Services
____ SP253 Networked Info Services
____ SP252 Supprt Staff Classifictn Studies
____ SP251 Electronic Reference Service
____ SP250 TL10: Educating Faculty
____ SP249 Catalogng of Resrces Digitized
____ SP248 Licensing of Electronic Prodcts
____ SP247 Management of Lib Security
____ SP246 Web Page Devel & Managmnt
____ SP245 Electronic Reserves Operations
____ SP244 TL 9: Renovation & Reconfigur.
____ SP243 TL 8: Users with Disabilities
____ SP242 Library Storage Facilities
____ SP241 Gifts and Exchange Function
____ SP240 Marketing and PR Activities
____ SP239 Mentoring Programs in ARL
____ SP238 ARL GIS Literacy Project
____ SP237 Managing Food and Drink
____ SP236 TL 7: E-Theses/Dissertations
____ SP235 Collaborative Coll Management
____ SP234 TL 6: Distance Learning
____ SP233 ARL in Extension/Outreach
____ SP232 Use of Teams in ARL
____ SP231 Cust Service Programs in ARL
____ SP230 Affirmative Action in ARL
____ SP229 Evaluating Acad Libr Dirs
____ SP228 TL 5: Preserving Digital Info
____ SP227 Org of Doc Coll & Svcs
____ SP226 TL 4: After the User Survey
____ SP225 Partnerships Program
____ SP224 Staff Training & Development
____ SP223 TL 3: Electronic Scholarly Pubn
____ SP222 Electronic Resource Sharing

QTY TITLE

____ SP221 Evol & Status of Approval Plans
____ SP220 Internet Training
____ SP219 TL 2: Geographic Info Systems
____ SP218 Info Technology Policies
____ SP217 TL 1: Electronic Reserves
____ SP216 Role of Libs in Distance Ed
____ SP215 Reorg & Restructuring
____ SP214 Digit Tech for Preservation
____ SP213 Tech Svcs Workstations
____ SP212 Non-Librarian Professionals
____ SP211 Library Systems Office Org
____ SP210 Strategic Planning
____ SP209 Library Photocopy Operations
____ SP208 Effective Library Signage
____ SP207 Org of Collection Develop
____ SP206 Faculty Organizations
____ SP205 User Surveys in ARL Libs
____ SP204 Uses of Doc Delivery Svcs
____ SP203 Reference Svc Policies
____ SP202 E-journals/Issues & Trends
____ SP201 E-journals/Pol & Proced
____ SP200 2001: A Space Reality
____ SP199 Video Collect & Multimedia
____ SP198 Automating Preserv Mgt
____ SP197 Benefits/Professional Staff
____ SP196 Quality Improve Programs
____ SP195 Co-op Strategies in Foreign Acqs
____ SP194 Librarian Job Descriptions
____ SP193 Lib Develop & Fundraising
____ SP192 Unpub Matls/Libs, Fair Use
____ SP191 Prov Pub Svcs Remote User
____ SP190 Chang Role of Book Repair
____ SP189 Liaison Svcs in ARL Libs
____ SP188 Intern, Residency & Fellow
____ SP187 ILL Trends/Staff & Organ
____ SP186 Virtual Library
____ SP185 System Migration
____ SP184 ILL Trends/Access
____ SP183 Provision of Comp Print Cap
____ SP182 Academic Status for Libns
____ SP181 Perf Appr of Collect Dev Libn
____ SP180 Flexible Work Arrangemts
____ SP179 Access Services Org & Mgt
____ SP178 Insuring Lib Colls & Bldgs
____ SP177 Salary Setting Policies
____ SP176 Svcs for Persons w/Disabilities
____ SP175 Scholarly Info Centrs
____ SP174 Expert Systems
____ SP173 Staff Recognition Awards
____ SP172 Information Desks
____ SP171 Training of Tech Svc Staff
____ SP170 Organization Charts
____ SP169 Mgt of CD-ROM
____ SP168 Student Employment
____ SP167 Minority Recruitment
____ SP166 Materials Budgets
____ SP165 Cultural Diversity
____ SP164 Remote Storage
____ SP163 Affirmative Action
____ SP162 Audiovisual Policies

QTY TITLE

____ SP161 Travel Policies
____ SP160 Preservation Org & Staff
____ SP159 Admin of Lib Computer Files
____ SP158 Strategic Plans
____ SP157 Fee-based Services
____ SP156 Automating Authority Control
____ SP155 Visiting Scholars/Access
____ SP154 Online Biblio Search
____ SP153 Use of Mgt Statistics
____ SP152 Brittle Books Program
____ SP151 Qualitative Collect Analysis
____ SP150 Bldg Security & Personal Safety
____ SP149 Electronic Mail
____ SP148 User Surveys
____ SP147 Serials Control/Deselection
____ SP146 Lib Dev Fund Raising Capabilit
____ SP145 Lib Publications Programs
____ SP144 Building Use Policies
____ SP143 Search Proced Sr LibAdmin
____ SP142 Remote Access Online Cats
____ SP141 Approval Plans
____ SP140 Performance Appraisal
____ SP139 Performance Eval: Ref Svcs
____ SP138 University Copyright
____ SP137 Preservation Guidelines
____ SP136 Managing Copy Cataloging
____ SP135 Job Analysis
____ SP134 Planning Mgt Statistics
____ SP133 Opt Disks: Storage & Access
____ SP132 Library-Scholar Communication
____ SP131 Coll Dev Organization
____ SP130 Retrospective Conversion
____ SP129 Organization Charts
____ SP128 Systems File Organization
____ SP127 Interlibrary Loan
____ SP126 Automated Lib Systems
____ SP125 Tech Svcs Cost Studies
____ SP124 Barcoding of Collections
____ SP123 Microcomp Software Policies
____ SP122 End-User Search Svcs
____ SP121 Bibliographic Instruction
____ SP120 Exhibits
____ SP119 Catalog Maintenance Online
____ SP118 Unionization
____ SP117 Gifts & Exchange Function
____ SP116 Organizing for Preservation
____ SP115 Photocopy Services
____ SP114 Binding Operations
____ SP113 Preservation Education
____ SP112 Reorg of Tech and Pub Svcs
____ SP111 Cooperative Collection Dev
____ SP110 Local Cataloging Policies
____ SP109 Staff Training for Automation
____ SP108 Strategic Planning
____ SP107 University Archives
____ SP106 Electronic Mail
____ SP105 Nonbibliographic Dbases
____ SP104 Microcomputers
____ SP103 Asst/Assoc Dir Position
____ SP102 Copyright Policies

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| QTY | TITLE | |
|---|---|---|
| ____ | SP101 | User Studies |
| ____ | SP100 | Collection Security |
| ____ | SP099 | Branch Libraries |
| ____ | SP098 | Telecommunications |
| ____ | SP097 | Building Renovation |
| ____ | SP096 | Online Catalogs |
| ____ | SP095 | Lib Materials Cost Studies |
| ____ | SP094 | Fund Raising |
| ____ | SP093 | User Instructions for Online Cats |
| ____ | SP092 | Interlibrary Loan |
| ____ | SP091 | Student Assistants |
| ____ | SP090 | Integrated Lib Info Systems |
| ____ | SP089 | Tech Svcs Cost Studies |
| ____ | SP088 | Corporate Use of Research Libs |
| ____ | SP087 | Collect Descript/Assessment |
| ____ | SP086 | Professional Development |
| ____ | SP085 | Personnel Classification Sys |
| ____ | SP084 | Public Svcs Goals & Objectvs |
| ____ | SP083 | Approval Plans |
| ____ | SP082 | Document Delivery Systems |
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